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The Development of Exercises to Give
Keener Acuity in Auditory Perception Skills
Grades III - VI

Submitted by
Aleta Kathleen Jacobs
B.S. in Education, Boston University, 1947

In Partial Fulfillment of
Requirements for the Degree of
Master of Education

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First Reader: Dr. Helen Blair Sullivan, Professor of Education
Second Reader: Dr. Helen A. Murphy, Associate Professor of
Education

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INTRODUCTION

This workbook has been developed in an effort to provide suitable instructional materials in overcoming a common cause of reading confusion --- the lack of highly developed auditory perception. When good word discrimination through auditory channels is present the progress in reading of most children is greatly accelerated.

Personal experiences and experimental studies have shown good word discrimination involves good auditory perception. The writer, dealing with reading disability cases over a period of years found that there was definite need to increase auditory perception skills. With this need came the realization that there was no material available on the intermediate level to overcome this phase of reading confusion.

Another purpose of the book has been to provide a series of exercises to be used by the child, arranged in order of difficulty. When practice in auditory discrimination grows out of customary daily lessons it becomes purposeful and effective.

1871

1. The first of the year was a very cold one, with much snow and ice. The weather was very disagreeable, and the people were much distressed. The crops were all killed, and the people were forced to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

2. The second of the year was a very warm one, with much rain and wind. The weather was very pleasant, and the people were much delighted. The crops were all saved, and the people were able to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

3. The third of the year was a very cold one, with much snow and ice. The weather was very disagreeable, and the people were much distressed. The crops were all killed, and the people were forced to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

4. The fourth of the year was a very warm one, with much rain and wind. The weather was very pleasant, and the people were much delighted. The crops were all saved, and the people were able to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

5. The fifth of the year was a very cold one, with much snow and ice. The weather was very disagreeable, and the people were much distressed. The crops were all killed, and the people were forced to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

6. The sixth of the year was a very warm one, with much rain and wind. The weather was very pleasant, and the people were much delighted. The crops were all saved, and the people were able to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

7. The seventh of the year was a very cold one, with much snow and ice. The weather was very disagreeable, and the people were much distressed. The crops were all killed, and the people were forced to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

8. The eighth of the year was a very warm one, with much rain and wind. The weather was very pleasant, and the people were much delighted. The crops were all saved, and the people were able to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

9. The ninth of the year was a very cold one, with much snow and ice. The weather was very disagreeable, and the people were much distressed. The crops were all killed, and the people were forced to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

10. The tenth of the year was a very warm one, with much rain and wind. The weather was very pleasant, and the people were much delighted. The crops were all saved, and the people were able to live on their stocks. The government was very kind to the people, and gave them much assistance. The people were very grateful to the government, and they all lived happily ever after.

The Development of Exercises to Give
Keener Acuity in Auditory Perception Skills
Grades III - VI

CHAPTER I

Summary of Previous Research

A study of the research concerned with auditory perception reveals that it is a very significant part of the reading process. Perception as defined by Warren¹ is "the awareness of external objects, qualities, or relations, which ensues directly upon sensory processes, as distinguished from 'memory' or other central processes." The term discrimination is defined as "perception of difference between two or more objects in respect to certain characteristics applied usually to quantitative differences."

Discrimination is a process of differentiation; perception is a higher level process of recognition. Auditory perception must not be conceived as a separate entity. The reaction is that of a total organism to a given situation. What is perceived and the meaning derived from hearing speech sounds depends upon the purposes which motivated the activity and previous experiences.

The ability to discriminate between the forms of words and between the sounds of words is a prerequisite to the development of word perception.

¹ Warren, H. C., Dictionary of Psychology, Boston: Houghton Mifflin Company, 1934, pp. 80-196.

THE HISTORY OF THE

The first part of the history of the
the second part of the history of the
the third part of the history of the
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Monroe¹ states that the ability to hear sounds accurately and put them together in word building is one of the important phonetic skills contributing to reading. The statement is supported by a report of a correlation of .66 + .04 between achievement and the scores on the auditory tests for reading readiness. The auditory test which had the highest correlation is one of several reading aptitude tests given to predict success or failure in beginning reading.

When reporting on types of deficient readers and methods of treatment Robinson² notes that some of the poor readers who are able to hear normally are unable to discriminate between similar sounds or words. Auditory discrimination tests were used to try and discover those children who had been unable to profit by the phonetic approach to beginning reading. The handicapped children were given special exercises to develop auditory discrimination before any formal phonetic training in the reading work was attempted. It was frequently noted that speech training was necessary. The preliminary training in auditory discrimination proved valuable for both the speech and reading work which was given later.

¹ Monroe, M., "Reading Aptitude Tests for the Prediction of Success and Failure in Beginning Reading," Education, Vol. 56, September, 1935, pp. 7-14.

² Robinson, H.M., "Types of Deficient Readers and Methods of Treatment," Recent Trends in Reading, Supplementary Educational Monograph, Vol. 49, November, 1939, pp. 165-166.

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In an article by Murphy and Junkins¹ it is reported that auditory discrimination of word elements is one of the abilities affecting the learning rate. Their program consisted of thirty, ten minute exercises in auditory discrimination and thirty exercises in visual discrimination. One hundred and fifty children had the exercises administered over a six weeks' period. This group had made little progress the first semester of the first grade. The children were divided into three groups. One group of fifty received training in auditory discrimination, another group of fifty received training to increase visual discrimination while the third group of fifty, the control, received no special work. Visual and auditory discrimination tests of word elements and a measure of learning were administered to the three groups. At the end of the six weeks' period the groups were retested. Results showed that marked progress had been made by the auditory and visual groups and that the two sets of exercises were effective in increasing the rate of learning to read.

Monroe² has found that the lack of discrimination of certain sounds may lead to a confusion of words, which in turn affects speech, or reading, or both. While studying the

¹Murphy, H.A. and Junkins, K.M., "Increasing the Rate of Learning in First Grade Reading," Education, Vol. 62, September, 1941, pp. 37-39.

²Monroe, M., Children Who Cannot Read, University of Chicago Press, Chicago: 1932, pp. 93-95.

influence of poor auditory discrimination upon reading defect cases at the Institute for Juvenile Research, she compared a group of thirty-two unselected children with thirty-two non-readers. A learning test was given to both groups in which the children were required to associate nonsense syllables with nonsense forms. The reading defect cases differed from the control group in that the latter group made fewer errors in auditory word discrimination. Lack of auditory discrimination was found to impede learning which involves auditory impressions. A further conclusion was that lack of auditory discrimination of words may be a specific defect in hearing just as color-blindness is a specific defect in vision.

Consideration of Betts¹ causes of inadequate auditory perception should be taken. Possible major causes can be: 1). Hearing impairments whereby a child cannot hear the speech sounds and of course he cannot learn to discriminate between them, 2). Inadequate background of experience where children are reared in homes that only speak a foreign language. Some degree of facility in the use of the English language is a prerequisite to successful participation in sound discrimination. Then, too, meager experiences in a limited home and community environment may have narrowed the

¹ Betts, E. A., Foundations of Reading Instruction, Boston: American Book Company, 1946, p. 347.

child's experience so that the vocabulary used in word discrimination activities stands for things outside his experience, 3). Lack of mental maturity may reflect a deficiency in a short memory span, meager vocabulary, inability to perceive relationships, and the like may preclude the possibility of much success in reading activities. It is a foregone conclusion that reading is a thinking process, so mental maturity is an essential prerequisite, and 4). Associative learning handicaps might be a major cause of inadequate auditory perception because occasionally a pupil is discovered who has unusual difficulty in associating meaning with spoken symbols.

Murphy¹ reports that the ability to hear similarities and differences in the sound of words improves rapidly by specific teaching. Material designed to increase auditory discrimination was developed and the exercises were taught during ten-minute periods for thirty successive school days to fifty-one children in grades One and Two. Tests were constructed to measure various functions affecting beginning reading. These tests were administered to two groups of children before and after the exercises were taught. In the individual auditory test for identification and production of sounds the mean score of the experimental group was twenty-seven sounds correct

¹Murphy, H.A., "An Evaluation of Exercises for Developing Auditory Discrimination in Beginning Reading," unpublished M.A. Thesis, Boston University, 1940.

as compared to ten for the control group. All children in the experimental group exceeded the mean for the control group, while no child in the control group equalled the mean of the experimental group.

Durrell¹ maintains that many times difficulty in word mastery appears to be on the auditory side. He states that faulty enunciation appears to be at the root of confusion in reading. A child's reading becomes a conglomeration of slurred sounds because of poor enunciation.

As a result of the historical development of oral reading in the elementary program Leary² concludes that the emphasis on oral reading should be renewed. She states that the program should train the child to read intelligently and entertainingly so that his audience will feel he is speaking naturally.

Swanson³ reports substitution in oral reading as the most frequent error at both levels of ability and that inaccurate perception, poor comprehension and slow rate of

¹Durrell, D.D., "Confusions in Learning," Education, Vol. 52, February, 1932, pp. 330-333.

²Leary, B.E., "What Does Research Say About Reading?" Journal of Educational Research, Vol. 39, February, 1946, pp. 434-444.

³"Studies in Psychology of Reading," University of Iowa Studies in Psychology, No. 21, Princeton, New Jersey: Psychological Review Company, pp. 36-59.

1. The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

2. The second part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

3. The third part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

4. The fourth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

5. The fifth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

6. The sixth part of the paper is devoted to a detailed discussion of the problem of the origin of life. It is shown that the problem is one of the most important and interesting in the history of science.

reading are elements common to both silent and oral reading among poor readers.

Dow¹ states that errors found in the early stages of reading appear on higher reading levels. From his study of reading errors in grades Four and Five, he reports the five outstanding errors found were:

1. poor enunciation,
2. inadequate word mastery,
3. errors on small words,
4. inadequate phrasing,
5. lack of expression.

These same errors were present and recurred to a high degree in a survey of third grade difficulties reported by Duffy and Durrell².

With inadequate word mastery as the most common difficulty perhaps it can be traced back to the fact that auditory discrimination or perception can be a basic factor for reading and there can be almost complete agreement with Betts³ when he reports that the ability to discriminate or

¹Dow, S.E., "The Persistence of Errors in Oral Reading in Grades Four and Five," Journal of Educational Research, Vol.32, October, 1938, pp. 81-90.

²Duffy, G.B. and Durrell, D.D., "Third Grade Difficulties in Oral Reading," Education, Vol. 56, September, 1935, pp.37-40.

³Betts, E. A., op. cit., p.347.

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perceive between speech sounds is a basic factor in language readiness for reading. Inability to make accurate auditory perceptions or discriminations may be caused by a hearing impairment, a perceptual disability, or the lack of experience. Fortunately the means are available to screen out the first two causes and most of the pupils can profit from well-planned developmental activities. This type is sometimes called "ear training."

From the reported investigations it is evident that the ability to hear similarities and differences in words is essential to success in reading.

There is good evidence that inadequate auditory perception may be caused by a hearing impairment, an inadequate background of experience, a lack of mental maturity, and associative learning handicaps.

It is also very apparent that professional literature on auditory perception as a factor in reading readiness is meager. There appears to be a need for a careful investigation of auditory discrimination or perception in relation to speech development and word recognition.

CHAPTER II

The Development of the Exercises for Auditory Perception Skills Grades III - VI

It must be remembered that the workbook has been developed in an effort to provide suitable instructional materials in overcoming a common cause of reading confusion -- the lack of highly developed auditory perception. When good word discrimination through auditory channels is present the progress in reading is greatly accelerated.

Research has shown, in part, that auditory perception is a crucial aspect of oral language development at all levels. Therefore, it is important that certain goals of instruction should include the following items:

- A. Awareness of word elements in a sentence.
- B. Ability to discriminate between likeness and differences in the sounds of words.
 - 1. Ability to recognize identical sounds.
 - a). Initial sounds.
 - b). Medial sounds.
 - c). Final sounds.
 - 2. Ability to distinguish between closely related sounds.

THE HISTORY OF THE

REPUBLIC OF THE UNITED STATES

OF AMERICA

The history of the United States is a story of the growth of a great nation from a small colony of English settlers. The first settlers came to America in 1492, and the first permanent settlement was founded in 1607. The United States was declared independent in 1776, and the Constitution was adopted in 1787. The country has since grown in size and power, and has become one of the most important nations in the world.

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C. Ability to pronounce, enunciate, and articulate words accurately.

D. Ability to follow directions.

It has been with these goals in mind that the writer has tried to develop a series of exercises that will be used by children, arranged in order of difficulty. When practice in auditory discrimination grows out of customary daily lessons it becomes purposeful and effective.

In the first section of the book the initial sounds have been stressed. A dual set of exercises -- 1) the child draws a line around all pictures that begin with "b", 2) the child draws a line around all the words that begin with "b".

The next section deals with beginning sounds but the words are boxed as is the sound and the child draws a line around each word in the boxes that begin with the same sound that is in the middle box. From the single or initial sound the work is gradually moved into the initial blends such as ch, dr, etc.

In the third part the work becomes more difficult as the child must draw a line around all the words that begin with the same sound as the first word in each line. It must be remembered that the work is done by the child but is always checked orally by the teacher. The work progresses from

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THE DEPARTMENT OF CHEMISTRY
DURING THE YEAR 1900

BY THE DIVISION OF THE PHYSICAL SCIENCES

REPORT OF THE DIVISION OF THE PHYSICAL SCIENCES
ON THE PROGRESS OF RESEARCHES IN
THE DEPARTMENT OF CHEMISTRY
DURING THE YEAR 1900

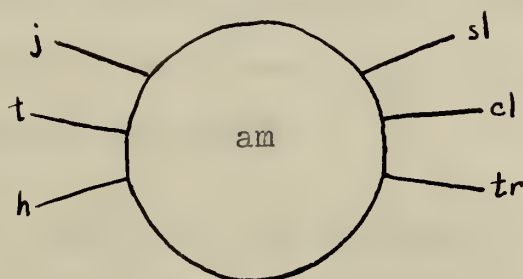
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THE DEPARTMENT OF CHEMISTRY
DURING THE YEAR 1900

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ON THE PROGRESS OF RESEARCHES IN
THE DEPARTMENT OF CHEMISTRY
DURING THE YEAR 1900

beginning sounds to words that end with the same sound as the first word in each line.

The section following the above deals with the long and short sounds of vowels, also the completion of sentences using the correct words. In this part also are exercises involving rhyming and endings.

Phonetic wheels are used such as:



- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Read the words orally.

Advancement from phonetic wheels is made in the form of word parts, still having the child work by himself and being checked constantly by the teacher in oral recitation. Parts like ess, et, ey, ful, etc. are used.

Exercises with directions -- "Draw a line under the little word you see and hear in the big word. Write the little

and the following conditions: (a) the number of

of the following conditions: (a) the number of

of the following conditions: (a) the number of

of the following conditions: (a) the number of

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of the following conditions: (a) the number of

of the following conditions: (a) the number of

of the following conditions: (a) the number of

of the following conditions: (a) the number of

word." -- play an important part in auditory perception. Following this type exercise compound words are stressed as are differences between m and n, ch and sh, etc.

In auditory discrimination endings play an important part and many exercises for drill have been built and are included in the book.

In the last section of the book exercises dealing with sion, tion, prefixes and mispronunciation because syllables are not clearly pronounced have been built to clarify the difficulties that may confront the child.

With this summary of the workbook it is easier to establish the findings on the gradation of the words used. The workbook was built with the idea of using it in Grades Three through Six.

The following books were used to establish the gradation:

1. A Basic Vocabulary of Elementary School Children -- Henry D. Rinsland -- MacMillan -- New York 1945.
2. A Reading Vocabulary for the Primary Grades Revised and Enlarged -- Gates -- Bureau of Publications, Teachers College, Columbia University -- New York 1935.

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3. The Teacher's Word Book of 30,000 Words --
Thorndike and Lorge -- Bureau of Publications,
Teachers College, Columbia University --
New York, 1944.

In the Rinsland Basic Vocabulary it was found that the words appeared in Grade One but were most frequently used in Grade Eight. With results of this kind the list was discarded and the conclusion drawn was that as far as gradation of words is concerned the list was useless.

The next list to be tried was Gates' Primary Reading Vocabulary but this too, was unsuccessful as the list meets requirements in the primary grades and the workbook is designed to meet auditory needs of pupils in Grades Three through Six.

The final list used was the Thorndike list and the findings are as follows:

Pages 16-54

The words apparently fall into a fair gradation of Grades One and Two but carry on into Three, Four, and Five.

Pages 55-110

The words continue to maintain a good degree of gradation. The level is that of Grades Two and Three.

Pages 111-123

In this section the words fall fairly well into the Fourth, Fifth and Sixth Grade levels but with the heaviest load in the Fifth Grade.

Pages 124-154

Here again the words fall into the Fourth, Fifth and Sixth Grade levels but the tendency is to remain on the Fifth Grade level.

In conclusion it might be stated that all words used should be in the vocabulary of Fifth and Sixth Grade children and with good auditory perception highly developed, the vocabulary of children on Third and Fourth Grade levels can also be learned and used in the reading. With the practice exercises used conscientiously, the progress should be effective and be made by all children who are in need of the skill to use keener auditory perception.

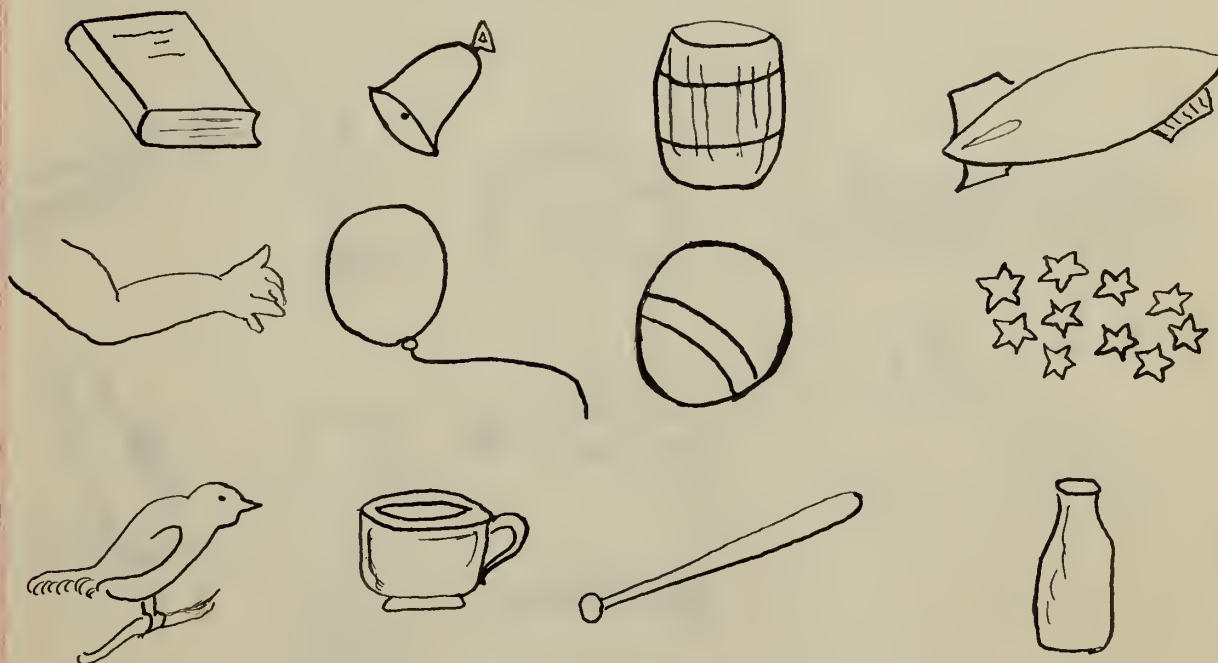
CHAPTER III

The Workbook

A series of exercises developed to give keener acuity in auditory perception skills for Grades III through VI.

The exercises in the workbook are meant to be used conscientiously with an immediate individual, oral check-up if the learning is to become purposeful and effective.

Name _____

B b

Draw a blue line around all the pictures that begin with "B".
Color the pictures.

Draw a line around all the words that begin with "b".

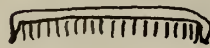
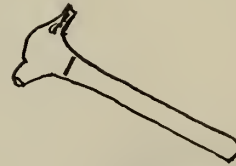
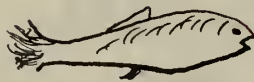
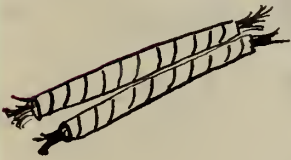
book	arm	bird
bell	balloon	cup
barrell	ball	bat
airship	stars	bottle

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Handwritten text, possibly a title or header, including the word "List" and several lines of illegible script.

Handwritten text, possibly a list or notes, including the word "List" and several lines of illegible script.

Name _____

C c

Draw a red line around all the pictures that begin with "C".
Color the pictures.

Draw a line around all the words that begin with "c".

candy

cup

candle

fish

envelope

hammer

canoe

coat

cot

comb

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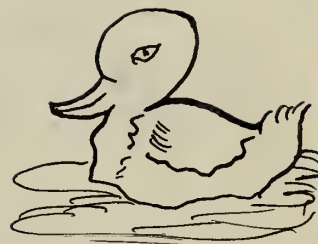
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Handwritten text in the lower middle section, possibly a signature or a closing.

Handwritten text in the lower section, possibly a date or a reference.

Handwritten text at the bottom of the page, possibly a list or a final note.

Name _____

D d

Draw a blue line around all the pictures that begin with "D".
Color the pictures.

Draw a line around all the words that begin with "d".

dog

dollar

mitten

duck

oilcan

barn

door

desk

apple

dishpan

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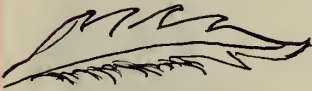
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Section of handwritten text, possibly a separator or a specific entry.

Section of handwritten text, possibly a separator or a specific entry.

Bottom section of handwritten text, possibly a signature or a concluding note.

Name _____

F f

Draw a red line around all the pictures that begin with "F".
Color the pictures.

Draw a line around all the words that begin with "f".

feather

feet

jar

file

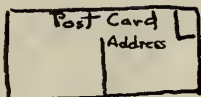
bear

fireman

ball

fish

Name _____

G g

Draw a blue line around all the pictures that begin with "G".
Color the pictures.

Draw a line around all the words that begin with "g".

gate

glass

card

gingerbread

jack-o-lantern

gloves

rake

girl

giraffe

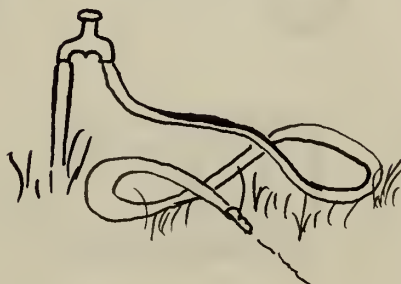
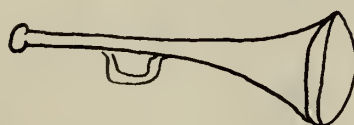
bulb

ball

broom

golf stick

Name _____

H h

Draw a red line around all the pictures that begin with "H".

Color the pictures.

Draw a line around all the words that begin with "h".

hammer

hand

collar

hat

paste

jar

horn

hydrant

flower

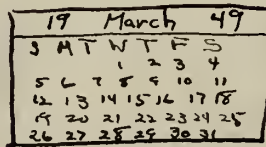
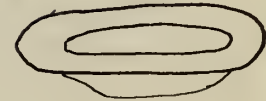
hose



Table with 2 columns and 5 rows of faint text.

1	2
3	4
5	6
7	8
9	10

Name _____

J j

Draw a blue line around all the pictures that begin with "J".
Color the pictures.

Draw a line around all the words that begin with "j".

jack-o-lantern

jack-in-the-pulpit

jar

dog

house

jacket

bottle

plate

January



Name _____

K k

Draw a red line around all the pictures that begin with "K".
Color the pictures.

Draw a line around all the words that begin with "k".

key

kettle

crayons

kite

bird

pipe

kitten

knife

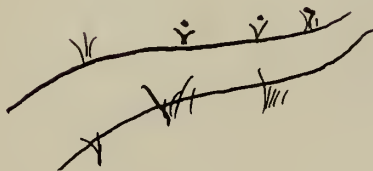
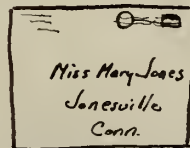
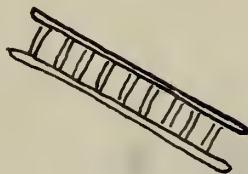


27. *Phaseolus vulgaris* L. (Common Bean). The seeds are large and kidney-shaped, and the plants are climbing.

The seeds are large and kidney-shaped, and the plants are climbing.

Seeds	Plants
Large	Climbing
Kidney-shaped	Common
Light brown	Green

Name _____

L l

Draw a blue line around all the pictures that begin with "L".
Color the pictures.

Draw a line around all the words that begin with "l".

lamp

ladder

soap

leaf

lemon

shoe

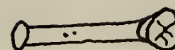
socks

letter

road

loaf

Name _____

M m

Draw a red line around all the pictures that begin with "M".
Color the pictures.

Draw a line around all the words that begin with "m".

milk

mitten

flashlight

stars

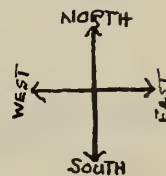
mouse

spoon

mountain

music

Name _____

N n

9



Draw a blue line around all the pictures that begin with "N".
Color the pictures.

Draw a line around all the words that begin with "n".

nail

knife

nuts

kettle

needle

north

chair

nine

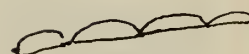
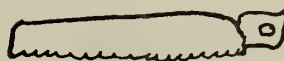
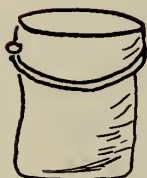


These sketches are intended to illustrate the various forms of the object being studied.

The following table shows the measurements of the object in various positions.

Length	1.50
Width	0.80
Height	0.50
Weight	0.10

Name _____

P p

Draw a red line around all the pictures that begin with "P".
Color the pictures.

Draw a line around all the words that begin with "p".

pail

pansy

tree

pan

salt

parachute

saw

sausage

pig

pencil

sink

1. The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom. The second part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

2. The second part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

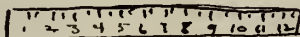
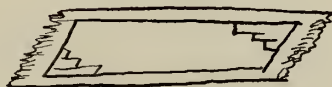
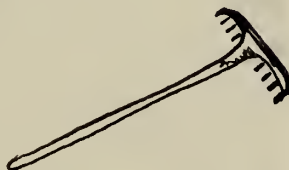
3. The third part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

4. The fourth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

5. The fifth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

1. The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.	2. The second part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.
3. The third part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.	4. The fourth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.
5. The fifth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.	6. The sixth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.
7. The seventh part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.	8. The eighth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.
9. The ninth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.	10. The tenth part of the paper is devoted to a detailed discussion of the problem. It is shown that the problem is of great importance in the theory of the structure of the atom.

Name _____

R r

Draw a blue line around all the pictures that begin with "R".
Color the pictures.

Draw a line around all the words that begin with "r".

rabbit

rain

vest

cart

shoe

rake

ribbon

refrigerator

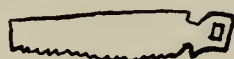
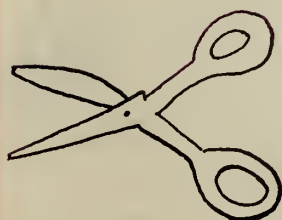
rug

ruler

hand

Name _____

S S



Draw a red line around all the pictures that begin with "S".
Color the pictures.

Draw a line around all the words that begin with "s".

sailor

sandwich

shirt

waste-basket

scissors

saw

soap

socks

pitcher

leaf

Name _____

T t

Draw a blue line around all the pictures that begin with "T".
Color the pictures.

Draw a line around all the words that begin with "t".

table

teddy-bear

book

teaspoon

tie

tomato

cat

toad

tent

cup

一、 凡在本行存款者，
 均須遵守本行章程。
 二、 存款利息，
 按季計算，
 到期支取。
 三、 本行辦理各項
 銀行業務，
 竭誠歡迎。
 四、 本行地址，
 設在廣州路。

本行辦理各項銀行業務，
 竭誠歡迎。

存款	利息
活期	0.5%
定期	1.0%
通知	0.8%
零存	0.6%
整存	0.7%

Name _____

V v

Draw a red line around all the pictures that begin with "V".

Color the pictures.

Draw a line around all the words that begin with "v".

valentine

girl

thread

vest

violin

shovel

gift

violet

vegetables

1000 1000 1000 1000

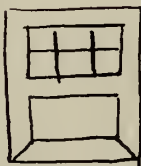
1000 1000 1000 1000

1000 1000 1000 1000

1000 1000 1000 1000

1000 1000 1000 1000

Name _____

W w

Draw a blue line around all the pictures that begin with "W".
Color the pictures.

Draw a line around all the words that begin with "w".

watermelon

watch

hen

cherry

banana

wheel

whistle

window

1870

1870

1870

1870

1870

Name _____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

babies air bakes band cotton ball	b	candy bank beautiful chew better eaten
before candy carrots dig food come	c	birds coal cook don't drive captain
does any dinner by cold Dick	d	dance goes dig each far David

Name _____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

end fall fill hills fix field	f	feel coin comes fish fog build
garden dark cook go her geese	g	catch arm goes ball fly gave
hear mail heavy hot see hurt	h	hair kitten hand call lost hard

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Author	Title	Year	Volume
Adams, John Quincy	Diary	1795-1802	1
Adams, John Quincy	Diary	1803-1804	2
Adams, John Quincy	Diary	1805-1806	3
Adams, John Quincy	Diary	1807-1808	4
Adams, John Quincy	Diary	1809-1810	5
Adams, John Quincy	Diary	1811-1812	6
Adams, John Quincy	Diary	1813-1814	7
Adams, John Quincy	Diary	1815-1816	8
Adams, John Quincy	Diary	1817-1818	9
Adams, John Quincy	Diary	1819-1820	10
Adams, John Quincy	Diary	1821-1822	11
Adams, John Quincy	Diary	1823-1824	12
Adams, John Quincy	Diary	1825-1826	13
Adams, John Quincy	Diary	1827-1828	14
Adams, John Quincy	Diary	1829-1830	15
Adams, John Quincy	Diary	1831-1832	16
Adams, John Quincy	Diary	1833-1834	17
Adams, John Quincy	Diary	1835-1836	18
Adams, John Quincy	Diary	1837-1838	19
Adams, John Quincy	Diary	1839-1840	20
Adams, John Quincy	Diary	1841-1842	21
Adams, John Quincy	Diary	1843-1844	22
Adams, John Quincy	Diary	1845-1846	23
Adams, John Quincy	Diary	1847-1848	24
Adams, John Quincy	Diary	1849-1850	25
Adams, John Quincy	Diary	1851-1852	26
Adams, John Quincy	Diary	1853-1854	27
Adams, John Quincy	Diary	1855-1856	28
Adams, John Quincy	Diary	1857-1858	29
Adams, John Quincy	Diary	1859-1860	30
Adams, John Quincy	Diary	1861-1862	31
Adams, John Quincy	Diary	1863-1864	32
Adams, John Quincy	Diary	1865-1866	33
Adams, John Quincy	Diary	1867-1868	34
Adams, John Quincy	Diary	1869-1870	35
Adams, John Quincy	Diary	1871-1872	36
Adams, John Quincy	Diary	1873-1874	37
Adams, John Quincy	Diary	1875-1876	38
Adams, John Quincy	Diary	1877-1878	39
Adams, John Quincy	Diary	1879-1880	40
Adams, John Quincy	Diary	1881-1882	41
Adams, John Quincy	Diary	1883-1884	42
Adams, John Quincy	Diary	1885-1886	43
Adams, John Quincy	Diary	1887-1888	44
Adams, John Quincy	Diary	1889-1890	45
Adams, John Quincy	Diary	1891-1892	46
Adams, John Quincy	Diary	1893-1894	47
Adams, John Quincy	Diary	1895-1896	48
Adams, John Quincy	Diary	1897-1898	49
Adams, John Quincy	Diary	1899-1900	50

Name _____

Draw a line under all the words in each box that begin with the same sound that is in the middle box.

Jack man just aunt over jump	j	joy nice all John hurt jam
kitten place home kitchen do kind	k	keep lay key must Puff kite
lights pair roar lost hear leaves	l	land Jim lunch as like it

Name _____

Draw a line from the sound in the middle box to all the words that begin with that sound.

man bump mail does miles end	m	meat by mud fat around much
name hunt near room ears nine	n	nest buy night hides bills nuts
poor maples parade teeth put pocket	p	oil porch money pot only pump

Name _____

Draw a line over all the words in each box that begin with the same sound that is in the middle box.

rain pat near cat rest come	r	maybe robins lot run roll some
sat mail suit hours sad line	s	sand mittens say keep seeds call
teeth river towel play table tail	t	told step tired wool ten yap

Name _____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

<div data-bbox="429 549 573 910">vine storm vest turn sure chicken</div>	<div data-bbox="725 721 746 744">v</div>	<div data-bbox="962 549 1165 917">vegetables walk very tonight pull village</div>
<div data-bbox="423 1081 528 1442">water sun work we tiny went</div>	<div data-bbox="721 1253 741 1276">w</div>	<div data-bbox="958 1081 1080 1449">winter spots wet soup well buy</div>

Name _____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

chest bakes chew cheeks car chair	ch	child dirt shore bell chore chicken
drink roar drum desk drive catch	dr	dress dark drop bank flag dry
told trick sure track woke truck	tr	tree yap trap dinner just try

Date		Description		Amount	
1/1/19		Balance		100.00	
1/15/19		Deposited		50.00	
2/1/19		Withdrawal		25.00	
2/15/19		Deposited		75.00	
3/1/19		Withdrawal		30.00	
3/15/19		Deposited		60.00	
4/1/19		Withdrawal		40.00	
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6/15/19		Deposited		100.00	
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6/15/22		Deposited		460.00	
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1/1/25		Withdrawal		730.00	
1/15/25		Deposited		770.00	
2/1/25		Withdrawal		740.00	
2/15/25		Deposited		780.00	
3/1/25		Withdrawal		750.00	
3/15/25		Deposited		790.00	
4/1/25		Withdrawal		760.00	
4/15/25		Deposited		800.00	
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11/15/25		Deposited		870.00	
12/1/25		Withdrawal		840.00	
12/15/25		Deposited		880.00	
1/1/26		Withdrawal		850.00	
1/15/26		Deposited		890.00	
2/1/26		Withdrawal		860.00	
2/15/26		Deposited		900.00	
3/1/26		Withdrawal		870.00	
3/15/26		Deposited		910.00	
4/1/26		Withdrawal		880.00	
4/15/26		Deposited		920.00	
5/1/26		Withdrawal		890.00	
5/15/26		Deposited		930.00	
6/1/26		Withdrawal		900.00	
6/15/26		Deposited		940.00	
7/1/26		Withdrawal		910.00	
7/15/26		Deposited		950.00	
8/1/26		Withdrawal		920.00	
8/15/26		Deposited		960.00	
9/1/26		Withdrawal		930.00	
9/15/26		Deposited		970.00	
10/1/26		Withdrawal		940.00	
10/15/26		Deposited		980.00	
11/1/26		Withdrawal		950.00	
11/15/26		Deposited		990.00	
12/1/26		Withdrawal		960.00	
12/15/26		Deposited		1000.00	

Name _____

Draw a line from the sound in the middle box to each word in the other boxes that begin with the same sound.

creature hair crank come nest crib	cr	creep garden cry front call crush
friend face fright each front care	fr	from between fresh danced ask fruit
great family grew dress ground get	gr	edge green better grass country gray

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1890-1891	1891-1892	1892-1893
1893-1894	1894-1895	1895-1896
1896-1897	1897-1898	1898-1899

Name _____

Draw a line above all the words in each box that begin with the same sound that is in the middle box.

clothes dig clown early clouds cents	cl	creep clean four climb cotton clips
plan sew plow seat plants mane	pl	please money play poor late place
smooth walk smack sure glad string	sm	smell push smoke grow gave small

Name _____

Draw a line under all the words in each box that begin with the same sound that is in the middle box.

wheat twelve sweet toss stand use	tw	twin snow twist very table twenty
thin take this sleep that stay	th	river they plow think far there
store such stand spot stay call	st	sell still truck sting wheat stop

Name _____

Draw a line around all the words in each box that begin with the same sound that is in the middle box.

yard wheat were white turtle when	wh	why work what steam sit whoa
shelves queer shoe near soap shall	sh	sheep sell shingle quiet lay shells
along brush boy branch care bright	br	bread for bring comes breakfast ball

1. The first part of the paper is devoted to a general discussion of the problem.

1. The first part of the paper is devoted to a general discussion of the problem.	1. The first part of the paper is devoted to a general discussion of the problem.
2. The second part of the paper is devoted to a general discussion of the problem.	2. The second part of the paper is devoted to a general discussion of the problem.
3. The third part of the paper is devoted to a general discussion of the problem.	3. The third part of the paper is devoted to a general discussion of the problem.
4. The fourth part of the paper is devoted to a general discussion of the problem.	4. The fourth part of the paper is devoted to a general discussion of the problem.
5. The fifth part of the paper is devoted to a general discussion of the problem.	5. The fifth part of the paper is devoted to a general discussion of the problem.
6. The sixth part of the paper is devoted to a general discussion of the problem.	6. The sixth part of the paper is devoted to a general discussion of the problem.
7. The seventh part of the paper is devoted to a general discussion of the problem.	7. The seventh part of the paper is devoted to a general discussion of the problem.
8. The eighth part of the paper is devoted to a general discussion of the problem.	8. The eighth part of the paper is devoted to a general discussion of the problem.
9. The ninth part of the paper is devoted to a general discussion of the problem.	9. The ninth part of the paper is devoted to a general discussion of the problem.
10. The tenth part of the paper is devoted to a general discussion of the problem.	10. The tenth part of the paper is devoted to a general discussion of the problem.

Name _____

Draw a line around the part in each word that is the same as the part that is in the middle box.

flowers goes flour catch flag fun	fl	fly dark flew hand floor cook
swim upon they sweet stones wait	sw	swing wash ten swam slide begin
stops sure spot spent plan spoon	sp	spoil rolls spell plate speak barrel

Name _____

Draw a line around all the words that begin with the same sound as the first word in each line.

Write the letter that tells the sound.

1. do, apple, dinner, bag, does, cap, door _____
2. baby, doll, bear, cold, began, any, but _____
3. fill, end, around, fire, come, funny, eyes _____
4. circus, he, fat, cellar, cap, city, fruit _____
5. going, just, gone, nice, girl, get, hole _____
6. just, green, Jack, his, jump, joy, help _____
7. head, glad, has, hungry, long, handle, lunch _____
8. kitten, over, kind, kitchen, nest, let, Mr. _____
9. new, meat, pen, night, nest, open, now _____
10. long, let, much, liked, grow, logs, her _____

Name _____

Draw a line around all the words that begin with the same sound as the first word in each line.

Write the letter that tells the sound.

1. mud, arm, meat, master, blow, our, monkey _____
2. oh, old, boat, over, grocery, open, nails _____
3. rain, push, robin, rolls, table, use, rode _____
4. puppy, stop, vegetables, pull, pocket, that, push _____
5. tar, take, until, very, towel, teeth, suit _____
6. see, pluck, said, bright, sell, under, saw _____
7. up, or, under, us, them, until, tree, what _____
8. vegetables, voice, like, sand, very, village _____
9. walls, bird, work, woman, hop, week, flag _____
10. yes, it, would, yard, yours, broke, you _____

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FAX (312) 937-1234
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Name _____

Draw a line around all the words that begin with the same sound as the beginning word in each line.

Write the two letters that tell the sound.

1. this, store, these, turn, that, them, woke _____
2. stop, stairs, tiny, storm, sure, wish, stone _____
3. when, why, small, week, who, whoa, bell _____
4. shovel, pump, she, ship, land, sheep, plan _____
5. brown, brush, dance, bright, branch, ask _____
6. children, fly, cheek, chew, cents, chair _____
7. drive, dress, carrots, dry, along, dried _____
8. tree, steam, tricks, wool, tracks, wait _____
9. climb, clothes, bank, clay, clown, chair _____
10. fruit, from, care, friend, fresh, front _____

Name _____

Draw a line around all the words that begin with the same sound as the beginning word in each line.

Write the two letters that tell the sound.

1. grow, dress, great, glass, ground, bridge, green _____
2. please, plant, maples, plow, lodge, place, shall _____
3. smell, lazy, small, told, smack, step, smooth _____
4. twin, sweet, twenty, twig, wish, twelve, you _____
5. floor, dirty, flag, each, fly, ever, flowers _____
6. sweet, thin, swim, straw, watch, swear, well _____
7. speak, spell, walk, spend, rolled, spot, upon _____
8. chicken, wheat, child, chum, taken, chest, turn _____
9. drum, such, up, drip, drove, wait, drop _____
10. clap, steel, clam close, string, stove, class _____

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

THE HISTORY OF ARTS

- 1. The history of art is a branch of the history of civilization.
- 2. It is a branch of the history of civilization.
- 3. It is a branch of the history of civilization.
- 4. It is a branch of the history of civilization.
- 5. It is a branch of the history of civilization.
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- 9. It is a branch of the history of civilization.
- 10. It is a branch of the history of civilization.

Name _____

Draw a line around all the words that end with the same sound as the beginning word in each line.

Write the letter that tells the sound.

- 1. afraid, any, build, be, bread, come, end _____
- 2. Bob, candy, tub, ask, rub, gum, cab _____
3. tag, bulb, dig, bay, pig, ply, rug _____
- 4. chef, noise, chief, catch, brief, been, deaf _____
5. bank, cake, bark, pin, sink, tank, them _____
6. hall, pack, drill, dent, well, tip, pencil _____
7. men, button, body, been, lamp, mean, nap _____
8. gum, may, room, pass, them, cling, ham _____
- 9. bump, fan, cap, coal, top, told, creep _____
10. car, seek, their, skin, your, self, sailor _____

Name _____

Draw a line around all the words that end with the same sound as the beginning word in each line.

Write the letter that tells the sound.

1. yours, low, lamp, grab, horns, joke, tires _____
- 2. hat, gray, met, talk, hot, gold, meat _____
- 3. skin, leaf, can, than, sell, ten, door _____
4. hand, his, good, pay, pad, net, round _____
- 5. glory, grind, greedy, paper, lonely, mail, ready _____
6. clear, today, star, sit, her, girl, fur _____
7. sleep, grass, hop, new, map, pool, peep _____
- 8. pack, leaf, week, left, cried, crack, beet _____
9. nail, got, wink, bell, fun, fill, first, feel _____
10. broom, beach, them, close, hum, pair, warm _____

Name _____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the two letters that tell the sound.

1. health, many, mouth, must, with, that, moth _____
2. must, cow, first, town, best, spoil, fast _____
3. wash, three, brush, plow, wish, shop, dish _____
4. teach, paper, beach, cheese, peach, watch, eat _____
5. worker, year, dipper, fond, patter, gave, father _____
6. grow, end, know, hill, snow, time, blow _____
7. chicken, cake, fallen, sad, kitten, tail, kitchen _____
8. backed, bus, banked, dry, fixed, fine, hopped _____
9. worker, hoop, singer, daddy, walker, men, keeper _____
10. pin, gray, thin, gold, win, tin, camp _____

1. The first part of the paper is devoted to a general discussion of the problem of the origin of life. It is shown that the problem is one of the most important and most difficult in the history of science. The author discusses the various theories of the origin of life, and shows that the most plausible is the theory of spontaneous generation. This theory is based on the fact that the conditions of the early earth were such that the formation of organic molecules was a natural consequence of the physical and chemical processes going on at the time.

2. The second part of the paper is devoted to a detailed discussion of the theory of spontaneous generation. The author shows that this theory is based on the fact that the conditions of the early earth were such that the formation of organic molecules was a natural consequence of the physical and chemical processes going on at the time. The author discusses the various theories of the origin of life, and shows that the most plausible is the theory of spontaneous generation.

3. The third part of the paper is devoted to a detailed discussion of the theory of spontaneous generation. The author shows that this theory is based on the fact that the conditions of the early earth were such that the formation of organic molecules was a natural consequence of the physical and chemical processes going on at the time. The author discusses the various theories of the origin of life, and shows that the most plausible is the theory of spontaneous generation.

4. The fourth part of the paper is devoted to a detailed discussion of the theory of spontaneous generation. The author shows that this theory is based on the fact that the conditions of the early earth were such that the formation of organic molecules was a natural consequence of the physical and chemical processes going on at the time. The author discusses the various theories of the origin of life, and shows that the most plausible is the theory of spontaneous generation.

5. The fifth part of the paper is devoted to a detailed discussion of the theory of spontaneous generation. The author shows that this theory is based on the fact that the conditions of the early earth were such that the formation of organic molecules was a natural consequence of the physical and chemical processes going on at the time. The author discusses the various theories of the origin of life, and shows that the most plausible is the theory of spontaneous generation.

Name _____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the letters that tell the sound.

1. hand, make, stand, play, grand, toy, band _____
2. like, pet, dike, pin, hike, tell, hop _____
3. tell, hat, bell, smell, ball, well, his _____
4. hot, way, dot, pin, got, lake, not _____
5. make, Roy, bake, cake, hand, rake, will _____
6. wet, this, get, hop, let, pet, has _____
7. hop, toy, top, mop, ham, pop, hit _____
8. way, big, hay, tin, pay, lay, cup _____
9. pig, going, dig, wall, big, fig, man _____
10. lap, nap, top, rap, broke, map, hop _____

Name _____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the letters that tell the sound.

1. sunk, pig, bunk, thank, like, trunk _____
2. went, bent, choke, present, smell, dent, rent _____
3. street, shore, sheet, greet, will, beet, crawl _____
4. bright, went, light, sight, nap, night, ring _____
5. boss, has, moss, loss, please, cross, blew _____
6. meat, neat, ham, beat, fun, wheat, cup _____
7. give, pan, love, hat, creep, hoot, men _____
8. peep, put, cheep, sleep, mill, slight, deep _____
9. room, broom, with, buy, groom, choke, loom _____
10. shout, silk, about, milk, stout, spout, which _____

Name _____

Draw a line around all the words that end with the same sound as the first word in each line.

Write the letters that tell the sound.

1. boot, fit, root, shoot, give, loot, moon _____
2. shore, store, run, mop, snore, chore, bring _____
3. head, pig, toy, read, bread, boot, thread _____
4. sick, thick, stood, pick, high, Dick, push _____
5. wood, job, stood, hood, real, fix, witch _____
6. farm, cold, harm, talk, feet, spoil, our _____
7. speak, leak, smite, beak, peak, home, feel _____
8. love, push, dove, shove, bottle, glove, sleet _____
9. cold, bold, seen, hold, told, catch, best _____
10. thank, rink, wood, link, roast, pink, grade _____

<p>THE UNIVERSITY OF CHICAGO</p> <p>THE DIVISION OF THE PHYSICAL SCIENCES</p> <p>DEPARTMENT OF CHEMISTRY</p>	
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Name _____

Fill in the blanks using words that have the short sound of "a".

fate sat track flag lake ate mate make fat
bake bank trap gate late back bag cage nat

1. Jim put his money in the _____.
2. Father caught a mouse in the _____.
3. John sits in _____ of me in school.
4. Father packed some clothes in a traveling _____ and went to the city.
5. My pet puppy eats so much he is getting very _____.
6. Mother _____ down and began to sew.
7. A train runs on its own _____.
8. Every morning we salute the _____.

1880

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Name _____

Fill in the blanks using words that have the long sound of "a".

sake	pin	cake	ocean	lake	tables	radio
gray	little	baby	bat	play	dish	chairs
						plate

1. Mother made a chocolate _____ for the party.
2. Every summer we go sailing on the _____.
3. We sit on _____.
4. A very light black is called _____.
5. I have a _____ sister.
6. Boys like to _____ ball.
7. Mother serves our meals on a _____.
8. We listen to programs on the _____.

1890

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Name _____

Fill in the blanks using words that have the short sound of "e".

make get heel head hard fence leather helps
ready read feet feathers egg orange letter note

1. I will _____ some groceries at the store.
2. I wear a hat on my _____.
3. The horse jumped over the _____ and ran away.
4. I got dressed quickly and soon was _____ to go.
5. My teacher _____ me with my work at school.
6. All birds have _____.
7. Sometimes I eat an _____ for breakfast.
8. I write a _____ to my mother every week.

Name _____

Fill in the blanks using words that have the long sound of "e".

eggs beets bananas beans cook eat leaves bee wasp
bushes trees dinner meal clean desk please seat thank

1. Tom planted _____ and _____ in the garden.
2. He liked to _____ vegetables.
3. In the fall the _____ drop from the _____.
4. At Thanksgiving we have a big _____.
5. We take a bath to get _____.
6. I have a front _____ in school.
7. A _____ may sting you.
8. _____ is a polite word to use.

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Name _____

Fill in the blanks using words in which the "i" sounds like the "i" in "hit".

eat drink ride jig skin whiskers stay visit
sixteen six gold knife sea scissors river silver

1. All the children should _____ milk.
2. At the circus the clown danced a _____.
3. Every morning Father shaves the _____ from his face.
4. Grandmother sometimes comes to our house to _____.
5. After five comes the number _____.
6. A dime is made of _____.
7. We use _____ to cut out a picture.

Name _____

Fill in the blanks using words in which the "i" sounds like the "i" in "ride".

boat	tall	bicycle	high	bright	night	cent	dime
bird	kite	wild	wrote	pretty	wrote	write	tie

1. I like to ride my new _____.
2. Our flag pole is very _____.
3. Stars come out at _____.
4. We call a ten cent piece a _____.
5. Men usually wear a neck _____.
6. A windy day is a good time to fly a _____.
7. We use _____ colors when we make our pictures.
8. When I go away I hope you will _____ me a letter.

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- 7. The University of Chicago Library
- 8. The University of Chicago Library

Name _____

Fill in the blanks using words with the short sound of "o".

hen top fall strong was cost snow frost
watch cloth rubber store clock crow robin shop

1. Jack has a new singing_____.
2. Fruit and vegetables make us grow_____.
3. My football_____three dollars.
4. On cold mornings we see white_____on the ground.
5. We tell time by looking at the _____.
6. Our clothes are made of_____.
7. We would buy a puppy at a pet_____.
8. A _____comes early in the spring.

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- Handwritten list item 2
- Handwritten list item 3
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- Handwritten list item 9
- Handwritten list item 10

Name _____

Fill in the blanks with words in which "o" sounds like the "o" in "boat".

school room home thank hope more four fox boy
spoon fork robin crow hot cornet horn cold

1. My family all lives at _____.
2. I _____ John did not hurt himself when he fell.
3. Jack has _____ brothers.
4. We eat meat and vegetables with a _____.
5. Tom is the name of a _____.
6. A _____ is a large black bird.
7. In winter the weather is _____.
8. Little Boy Blue blew his _____.

THE UNIVERSITY OF CHICAGO
DIVISION OF THE PHYSICAL SCIENCES
DEPARTMENT OF CHEMISTRY
CHICAGO, ILLINOIS 60637

TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES
OF THE UNIVERSITY OF CHICAGO

- 1. The Department of Chemistry is pleased to announce that it has received a grant from the National Science Foundation for the purchase of a new piece of equipment.
- 2. The grant is for the purchase of a new piece of equipment.
- 3. The grant is for the purchase of a new piece of equipment.
- 4. The grant is for the purchase of a new piece of equipment.
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- 10. The grant is for the purchase of a new piece of equipment.

Name _____

Write words in the blanks with the sound of long "y".

sing fly when why each try clean dry
sky near by dance cry buy get

1. Jack wanted to _____ in an airplane.
2. The children asked _____ they could not go.
3. Will you _____ to do your own work?
4. A raincoat keeps one _____ when it rains.
5. In the _____ the stars were shining.
6. John goes _____ my house on the way to school.
7. When baby fell down she began to _____.
8. Mother went to the store to _____ some groceries.

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NEW YORK 22, N.Y.

Name _____

Write words in the blanks with the sound of short "y".

city story ready by sleepy

happy puppy badly hungry

1. Bobby was not _____ for bed.
2. Mother liked to tell the children a _____.
3. Father gave David a _____ for his birthday.
4. Jane was so _____ she began to sing.
5. After a long ride the children were _____.
6. Every Saturday I go to the _____.
7. When I broke my arm I felt _____.
8. Just before dinner I feel very _____.

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Name _____

Fill in the blanks with words that rhyme with Jack.

1. Don fell and hurt his_____.
2. David put all the nuts in his_____.
3. White is the opposite color from_____.
4. A tumble down house is called a _____.
5. At the rodeo we heard the cowboy's whip_____.

Name _____

Fill in the blanks with words that rhyme with top.

1. The green light says go, the red light says_____.
2. All rabbits can_____.
3. Mother cleaned the room with a dust_____.
4. I like to spin a _____.
5. When a certain kind of corn gets hot it will _____.

1. The first part of the paper discusses the importance of maintaining accurate records of all transactions. This is essential for the proper management of the company's finances and for ensuring that all parties involved are kept up to date on the current status of the business.

2. The second part of the paper deals with the various methods of raising capital for the company. This includes both traditional methods such as bank loans and more modern methods such as issuing shares to the public.

3. The third part of the paper discusses the various methods of distributing the company's profits. This includes both traditional methods such as dividends and more modern methods such as stock repurchases.

4. The fourth part of the paper discusses the various methods of managing the company's risks. This includes both traditional methods such as insurance and more modern methods such as hedging.

5. The fifth part of the paper discusses the various methods of managing the company's human resources. This includes both traditional methods such as hiring and firing and more modern methods such as employee stock ownership plans.

6. The sixth part of the paper discusses the various methods of managing the company's intellectual property. This includes both traditional methods such as patents and more modern methods such as trademarks.

7. The seventh part of the paper discusses the various methods of managing the company's reputation. This includes both traditional methods such as public relations and more modern methods such as social media.

8. The eighth part of the paper discusses the various methods of managing the company's environmental impact. This includes both traditional methods such as recycling and more modern methods such as carbon trading.

Name _____

Fill in the blanks with words that rhyme with thank.

1. We put our money in a _____.
2. The boat that hit the rock just _____.
3. Sometimes Mother will give the naughty child a _____.
4. A polite word is _____.
5. A heavy board is called a _____.

Name _____

Fill in the blanks with words that rhyme with Ben.

1. The number after nine is _____.
2. A bear's home is called a _____.
3. We get eggs from a _____.
4. I keep my pet rabbit in a _____.
5. Our fathers are called _____.

THE UNIVERSITY OF CHICAGO

IN THE DEPARTMENT OF THE HISTORY OF ARTS
AND LITERATURE
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
JANUARY 1950

THE UNIVERSITY OF CHICAGO

IN THE DEPARTMENT OF THE HISTORY OF ARTS
AND LITERATURE
THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS
JANUARY 1950

Name _____

Finish these sentences with words that rhyme with get.

1. I forgot my umbrella so I got_____.
2. I have a dog for a _____.
3. The circus clown jumped into the _____.
4. I wrote the address down so I would not for_____.
5. The sweater is not finished_____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with sit.

1. A small amount is called a little_____.
2. We buy the right size clothes so they will _____.
3. The home run was made by John's hard_____.
4. Mother likes to sew and _____.
5. Tom bought a new catcher's _____.

Write the letters of the sound you heard in all the words you wrote.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 1000

BY

DR. J. H. HARRIS

AND

DR. J. H. HARRIS

CHICAGO, ILL.

1950

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

RESEARCH REPORT

NO. 1000

BY

DR. J. H. HARRIS

CHICAGO, ILL.

Name _____

Finish these sentences with the words that rhyme with ball.

1. A man who is not short is_____.
2. Be careful going down stairs or you will_____.
3. Humpty Dumpty sat upon a _____.
4. Baby couldn't play because she was too_____.
5. Every morning I wake up when I hear Mother_____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with hat.

1. Boys like to play with a ball and _____.
2. A kitten is a little_____.
3. Father set a trap in the cellar and caught a _____.
4. The cook rolled out the dough until it was _____.
5. What we wear on our head we call a _____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with bell.

1. A grocery man has many things to_____.
2. When we are healthy we feel _____.
3. John slipped on the ice and_____.
4. On Sunday morning we hear the church_____.
5. In school we learn to read, write and _____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with bake.

1. Mother made a chocolate _____.
2. Father piles up the leaves with a _____.
3. Every summer we go swimming in the _____.
4. Most girls like to sew and _____.
5. Mother got the dust off the rug by giving it a _____.

Write the letters of the sound you heard in all the words you wrote.

THE HISTORY OF THE

- 1. The first part of the history is the history of the world.
- 2. The second part of the history is the history of the nation.
- 3. The third part of the history is the history of the city.
- 4. The fourth part of the history is the history of the family.
- 5. The fifth part of the history is the history of the individual.

THE HISTORY OF THE

THE HISTORY OF THE

- 1. The first part of the history is the history of the world.
- 2. The second part of the history is the history of the nation.
- 3. The third part of the history is the history of the city.
- 4. The fourth part of the history is the history of the family.
- 5. The fifth part of the history is the history of the individual.

THE HISTORY OF THE

THE HISTORY OF THE

Name _____

Finish these sentences with words that rhyme with hand.

1. At the parade we heard a good_____.
2. We went to the beach and sat on the _____.
3. We have five fingers on each _____.
4. From the boat on the ocean we could see _____.
5. When we like something very much we say it is _____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with tin.

1. A fish swims by using his _____.
2. A person who is not fat is_____.
3. A little smile is called a _____.
4. Some of the dishes are made of _____.
5. We keep our coal in a _____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with will.

1. Jack went up the hill with _____.
2. When you are hiding you must keep very _____.
3. A boy's name is _____.
4. When we are sick, the doctor gives us a _____.
5. The bird's song had many a _____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with say.

1. When you buy something you must _____.
2. John went to his grandmother's to _____.
3. After school the children like to _____.
4. Father goes to work every _____.
5. Cows like to eat _____.

Write the letters of the sound you heard in all the words you wrote.

Name _____

Finish these sentences with words that rhyme with tell.

1. On Sunday we hear the church_____.
2. Mary slipped on some ice and _____.
3. Jack is healthy and feels _____.
4. Tom has some rabbits to _____.
5. We eat the peanuts but not the _____.

Name _____

Finish these sentences with the words that will rhyme with make.

1. Mother makes nice chocolate_____.
2. On Saturday morning, Mother will usually_____.
3. The children went swimming in the _____.
4. Father gathered the leaves with the _____.
5. In the morning we are wide a_____.

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

Name _____

Make new words by adding "ed" to the lists below.

jump__

clean__

talk__

climb__

work__

help__

walk__

bump__

The last two letters in every new word you made are ____.

Name _____

Make new words by adding "ed" to the lists below.

want__

roll__

open__

balk__

play__

snow__

plow__

stay__

push__

rain__

The last two letters in every new word you made are ____.

_____	_____
_____	_____
_____	_____
_____	_____

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Name_____

Make new words by adding "er" to the lists below.

build__

green__

clean__

help__

climb__

high__

cold__

long__

fresh__

roll__

The last two letters on every new word you made are ____.

Name_____

Make new words by adding "er" to the lists below.

eat__

walk__

jump__

play__

sing__

old__

talk__

slow__

work__

fast__

The last two letters in every new word you made are_____.

TABLE I. Summary of the results of the first series of experiments.

Time	Time
1.00	1.00
1.00	1.00
1.00	1.00
1.00	1.00
1.00	1.00

These results show that the first series of experiments was successful in demonstrating the effect of the first series of experiments.

TABLE II. Summary of the results of the second series of experiments.

Time	Time
1.00	1.00
1.00	1.00
1.00	1.00
1.00	1.00
1.00	1.00

These results show that the second series of experiments was successful in demonstrating the effect of the second series of experiments.

Name_____

Make new words by adding "ing" to the lists below.

go_____

sing_____

fly_____

jump_____

walk_____

work_____

eat_____

talk_____

buy_____

sing_____

bring_____

clean_____

do_____

help_____

hold_____

grow_____

The last three letters on every new word you made are_____.

Name_____

Make new words by adding "ing" to the lists below.

nail_____

think_____

smell_____

plow_____

roll_____

snow_____

push_____

sleep_____

stay_____

cry_____

read_____

teach_____

The last three letters on every new word you made are_____.

Table 1. Summary of data for the first group of subjects.		
Subject	Age	Sex
1	25	Male
2	28	Female
3	30	Male
4	32	Female
5	35	Male

Table 1. Summary of data for the first group of subjects.

Table 2. Summary of data for the second group of subjects.		
Subject	Age	Sex
6	27	Male
7	29	Female
8	31	Male
9	33	Female
10	36	Male

Table 2. Summary of data for the second group of subjects.

Name _____

Fill in the missing beginning sounds.

1. ____ill

2. ____ig

3. ____as

____ill

____ig

____as

____ill

____ig

____as

____ill

____ig

____as

____ill

____ig

____as

4. ____ay

5. ____op

____ay

____op

____ay

____op

____ay

____op

____ay

____op

RECEIVED BY THE

LIBRARY OF THE

1890	1891	1892
1893	1894	1895
1896	1897	1898
1899	1900	1901
1902	1903	1904

1905	1906
1907	1908
1909	1910
1911	1912
1913	1914

Name _____

Fill in the missing beginning sounds.

1. _____up

_____up

_____up

_____up

_____up

2. _____am

_____am

_____am

_____am

_____am

3. _____it

_____it

_____it

_____it

_____it

4. _____an

_____an

_____an

_____an

_____an

5. _____at

_____at

_____at

_____at

_____at

THE UNIVERSITY OF CHICAGO

1900	1901	1902
1903	1904	1905
1906	1907	1908
1909	1910	1911
1912	1913	1914

1915	1916
1917	1918
1919	1920
1921	1922
1923	1924

Name _____

Fill in the missing beginning sounds.

1. ____ell

____ell

____ell

____ell

____ell

2. ____is

____is

____is

____is

____is

3. ____ike

____ike

____ike

____ike

____ike

4. ____and

____and

____and

____and

____and

5. ____in

____in

____in

____in

____in

Continued from page 81

TABLE 1. SUMMARY OF DATA FOR 1965

Station	Depth (m)	Temperature (°C)	Salinity (‰)
1	0	22.5	35.2
2	10	21.8	35.1
3	20	21.2	35.0
4	30	20.8	34.9
5	40	20.5	34.8
6	50	20.2	34.7
7	60	19.8	34.6
8	70	19.5	34.5
9	80	19.2	34.4
10	90	18.8	34.3
11	100	18.5	34.2
12	110	18.2	34.1
13	120	17.8	34.0
14	130	17.5	33.9
15	140	17.2	33.8
16	150	16.8	33.7
17	160	16.5	33.6
18	170	16.2	33.5
19	180	15.8	33.4
20	190	15.5	33.3
21	200	15.2	33.2
22	210	14.8	33.1
23	220	14.5	33.0
24	230	14.2	32.9
25	240	13.8	32.8
26	250	13.5	32.7
27	260	13.2	32.6
28	270	12.8	32.5
29	280	12.5	32.4
30	290	12.2	32.3
31	300	11.8	32.2
32	310	11.5	32.1
33	320	11.2	32.0
34	330	10.8	31.9
35	340	10.5	31.8
36	350	10.2	31.7
37	360	9.8	31.6
38	370	9.5	31.5
39	380	9.2	31.4
40	390	8.8	31.3
41	400	8.5	31.2
42	410	8.2	31.1
43	420	7.8	31.0
44	430	7.5	30.9
45	440	7.2	30.8
46	450	6.8	30.7
47	460	6.5	30.6
48	470	6.2	30.5
49	480	5.8	30.4
50	490	5.5	30.3
51	500	5.2	30.2
52	510	4.8	30.1
53	520	4.5	30.0
54	530	4.2	29.9
55	540	3.8	29.8
56	550	3.5	29.7
57	560	3.2	29.6
58	570	2.8	29.5
59	580	2.5	29.4
60	590	2.2	29.3
61	600	1.8	29.2
62	610	1.5	29.1
63	620	1.2	29.0
64	630	0.8	28.9
65	640	0.5	28.8
66	650	0.2	28.7
67	660	-0.2	28.6
68	670	-0.5	28.5
69	680	-0.8	28.4
70	690	-1.2	28.3
71	700	-1.5	28.2
72	710	-1.8	28.1
73	720	-2.2	28.0
74	730	-2.5	27.9
75	740	-2.8	27.8
76	750	-3.2	27.7
77	760	-3.5	27.6
78	770	-3.8	27.5
79	780	-4.2	27.4
80	790	-4.5	27.3
81	800	-4.8	27.2
82	810	-5.2	27.1
83	820	-5.5	27.0
84	830	-5.8	26.9
85	840	-6.2	26.8
86	850	-6.5	26.7
87	860	-6.8	26.6
88	870	-7.2	26.5
89	880	-7.5	26.4
90	890	-7.8	26.3
91	900	-8.2	26.2
92	910	-8.5	26.1
93	920	-8.8	26.0
94	930	-9.2	25.9
95	940	-9.5	25.8
96	950	-9.8	25.7
97	960	-10.2	25.6
98	970	-10.5	25.5
99	980	-10.8	25.4
100	990	-11.2	25.3

Name _____

Fill in the missing beginning sounds.

1. ____all

____all

____all

____all

____all

2. ____et

____et

____et

____et

____et

3. ____oke

____oke

____oke

____oke

____oke

4. ____ake

____ake

____ake

____ake

____ake

5. ____at

____at

____at

____at

____at

1870

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2096

2097

2098

2099

2100

Name _____

Fill in the missing final sounds.

in

1. b_____

t_____

w_____

th_____

gr_____

and

2. b_____

s_____

l_____

gr_____

h_____

ike

3. l_____

d_____

M_____

sp_____

h_____

is

4. h_____

th_____

oy

5. b_____

t_____

j_____

ell

6. b_____

sm_____

t_____

w_____

sp_____

THE HISTORY OF THE

1771

1772

1773

1774

1775

1776

Name _____

Fill in the missing final sounds.

ot

1. h_____

n_____

g_____

r_____

d_____

ake

2. s_____

l_____

m_____

b_____

c_____

oke

3. br_____

sm_____

str_____

sp_____

ch_____

et

4. g_____

l_____

m_____

p_____

fr_____

all

5. w_____

h_____

b_____

t_____

f_____

Name _____

Fill in the missing final sounds.

op

1. h_____

t_____

m_____

p_____

st_____

ay

2. h_____

s_____

d_____

gr_____

M_____

as

3. h_____

g_____

ig

4. p_____

b_____

tw_____

r_____

d_____

ill

5. f_____

b_____

h_____

m_____

w_____

ap

6. l_____

n_____

r_____

t_____

sn_____

Name _____

Fill in the missing final sounds.

at

1. h_____

s_____

f_____

b_____

sp_____

an

2. p_____

t_____

m_____

f_____

r_____

am

3. h_____

t_____

s_____

r_____

it

4. h_____

s_____

l_____

f_____

gr_____

up

5. c_____

p_____

ut

6. c_____

h_____

Name _____

Fill in the story using all words that rhyme with clown.

As I was walking d____t____ I met a very funny cl____.
He was dressed in a br____ g____. He did many funny things.
He fell d_____ and bumped his cr_____.

Make these words rhyme with clown.

d_____	t_____	g_____
fr_____	br_____	cr_____

Name _____

Fill in the story using all words that rhyme with fright.

It was a cold n_____ and the stars were so br_____.
Mother said we m_____ go out and see such a pretty s_____.
It was so br_____ we did not need any l_____.

Make these words rhyme with might.

f_____	r_____	fr_____
l_____	s_____	sl_____
n_____	br_____	

Name _____

Fill in the story using words that rhyme with street.

The children were walking down the str_____ to m_____ father. It began to snow and sl_____. Suddenly John slipped and both f_____ went out from under him.

Make these words rhyme with street.

sl_____

b_____

m_____

gr_____

sh_____

str_____

Name _____

Fill in the story using words that rhyme with bent.

Yesterday I w_____ shopping. I bought many things. Some I carried home and some I s_____. I sp_____ most of my moeny.

d_____

t_____

r_____

w_____

s_____

sp_____

1892

1. The first of the year was a very dry one, and the crops were much injured by the drought.

2. The second of the year was a very wet one, and the crops were much injured by the flood.

3. The third of the year was a very cold one, and the crops were much injured by the frost.

1893

1. The first of the year was a very dry one, and the crops were much injured by the drought.

2. The second of the year was a very wet one, and the crops were much injured by the flood.

3. The third of the year was a very cold one, and the crops were much injured by the frost.

Name _____

Fill in the story using words that rhyme with "creep".

When I awoke from sl____, I could hear the ch____,
ch____, of the baby birds. Then I heard the p____, p____, of
baby chicks. It was fun living at Grandfather's farm.

Make these words rhyme with "creep".

sl____ p____ k____

d____ ch____ w____

Name _____

Fill in the story using words that rhyme with "lick".

Mary went out to p____ berries. There were many and
they grew th____ on the bushes. She ate more than she should
and she began to feel s____. At home she told D____, her
brother, she would never eat another berry again.

Make these words rhyme with "lick."

D____ l____ st____

k____ p____ sl____

Write a word that rhymes with love. _____

Write a word that rhymes with harm. _____

Write a word which rhymes with beak. _____

Write a word that rhymes with stood. _____

Write a word that rhymes with talk. _____

of course, the only way to get the most out of it

is to use it in the most effective way possible

and to make the most of it in the most effective way possible

and to make the most of it in the most effective way possible

and to make the most of it in the most effective way possible

and to make the most of it in the most effective way possible

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and to make the most of it in the most effective way possible

and to make the most of it in the most effective way possible

Name _____

Fill in the story using words that rhyme with "beat".

John was reading in the window s____. Mother asked him to go to the store for some m____. She gave him a nickel for a special tr_____.

Make these words rhyme with "seat".

b_____	m_____	s_____
h_____	n_____	tr_____

Name _____

Fill in the story using words that rhyme with "store".

Last summer my family had a cottage at the sh____. Each one had a certain ch____ to do. John had to do the errands at the st_____.

Make these words rhyme with "store".

m_____	ch_____	t_____
st_____	b_____	

Write a word which rhymes with sunk. _____

write a word which rhymes with live. _____

Write a word which rhymes with silk. _____

Write a word which rhymes with head. _____

Write a word which rhymes with broom. _____

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS AND ARCHITECTURE

OFFICE OF THE DEAN

CHICAGO, ILLINOIS

MEMORANDUM FOR THE DEAN

RE: [illegible]

[illegible]

[illegible]

- [illegible]
- [illegible]
- [illegible]
- [illegible]
- [illegible]

Name _____

Fill in the story using words that rhyme with "drink".

Tom went to the s_____ to get a dr____. I th_____ nothing tastes so good as a glass of cold water or milk. Both make our cheeks p_____.

Make these words rhyme with "drink".

r_____

th_____

l_____

s_____

dr_____

m_____

Fill in the story using words that rhyme with "bold".

Mother t_____ me I could have a g_____ ring for a present.

Make these words rhyme with "bold".

s_____

h_____

c_____

t_____

g_____

f_____

Write a word which rhymes with flour. _____

Write a word which rhymes with while. _____

Write a word which rhymes with boot. _____

Write a word which rhymes with shout. _____

Write a word which rhymes with moss. _____

THE UNIVERSITY OF CHICAGO
LIBRARY

100 EAST 57TH STREET
CHICAGO, ILL. 60637

DATE _____
BY _____

RECEIVED _____
FROM _____

NO. _____
CLASS. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Name _____

Fill in the last word in the last line to make it rhyme
with the last word in the first line.

Cubby Bear climbed a honey tree
How sad was he when stung by a ____.

Young Tommy Brown fell out of his boat
How glad was he! He learned to ____.

The children liked the circus clown
And the funny way he fell ____.

Sad was Billy Black one night
When a Hallowe'en ghost gave him a ____.

Thanksgiving Time is such a treat
At Grandfather's house, there's much to ____.

At the edge of the forest a woodcutter stood
Now he had found plenty ____.

Little Boy Blue was fast asleep
He wasn't thinking about cows and ____.

Little Boy Blue come blow your horn
The sheep are in the meadow, the cows in the ____.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

REPORT OF THE PHYSICS DEPARTMENT

FOR THE YEAR 1960-1961

CHICAGO, ILLINOIS

1961

CHICAGO, ILLINOIS

1961

CHICAGO, ILLINOIS

1961

CHICAGO, ILLINOIS

1961

CHICAGO, ILLINOIS

1961

CHICAGO, ILLINOIS

Name _____

Fill in the last word in the last line to make it rhyme with the last word in the first line.

Tom got wet when his boat was sunk
Much to his sorrow, all his clothes _____.

Bill, on an errand to the store was sent
He played with his toys, then finally _____.

Most children like Grandfather's farm
To play in the fresh air does them no _____.

In making a cake, Mother uses milk that is sour
Eggs, soda and sugar, and plenty of _____.

A bird has feathers and also a beak
From his throat, sweet notes he can _____.

Finish these sentences with words that rhyme with "sit".

1. How pretty the Christmas tree looked when it was _____.
2. Tom bought a new catcher's _____.
3. Mother gave baby a little _____.
4. Jack gave the ball a powerful _____.
5. Bill was running and fell into a _____.

Name _____

Fill in the last word in the last line to make it rhyme
with the last word in the first line.

Father and John went down the street

Uncle Tom they chanced to _____.

At Christmas time it's fun to give

If a life of happiness we want to _____.

With squeals of joy the children shout

It's fun to play when the sun is _____.

Bridget came in with a big broom

In a short time she had cleaned the _____.

Jack had an errand to do at the store

He called this job his special _____.

Finish these sentences with words that rhyme with "hop".

1. The red light means _____.
2. Dick liked to play with his _____.
3. A rabbit can _____.
4. Mother uses a dust _____.
5. We bought our clothes in a dress _____.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF THE HISTORY OF ARTS
AND ARCHITECTURE

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AND ARCHITECTURE

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF THE HISTORY OF ARTS

AND ARCHITECTURE

Name _____

Fill in the last word in the last line to make it rhyme
with the last word in the first line.

Will was the leader and so was ahead
The children behind went where he _____.

One Saturday we went out for a walk
We got so tired we could hardly _____.

Jane was absent because she was sick
The children all hoped she would get well _____.

In winter the weather is very cold
We know that is true without being _____.

There is nothing better, all children think
Than a big glass of cold milk to _____.

Finish these sentences with words that rhyme with "run".

1. When I woke this morning I saw the _____.
2. Playing ball is lots of _____.
3. See how fast you can _____.
4. The hunter had a new _____.
5. Mother makes hot cross _____.

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CHICAGO, ILLINOIS

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CHICAGO, ILLINOIS

THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

Name _____

Finish these sentences with words that rhyme with "will".

1. My brother's name is _____.
2. Jack and Jill went up the _____.
3. The Doctor gave me a _____.
4. Mother said we must keep _____.
5. Flour is ground at the _____.

Finish these sentences with words that rhyme with "black".

1. Santa carries his toys in a _____.
2. Father had a pain in his _____.
3. A train runs on a _____.
4. A dark color is _____.
5. The ice began to _____.

Finish these sentences with words that rhyme with "thank".

1. We keep our money in a _____.
2. The ship _____.
3. Gasolene is stored in a _____.
4. A heavy board is called a _____.
5. When children are naughty they get a _____.

THE HISTORY OF THE CITY OF BOSTON

From the first settlement in 1630 to the present time
The city of Boston was founded in 1630 by a group of Puritan settlers who came from England. They established a colony on the eastern shore of Massachusetts Bay. The city grew rapidly and became one of the most important centers of commerce and industry in the New England region. It played a key role in the American Revolution and the early years of the United States.

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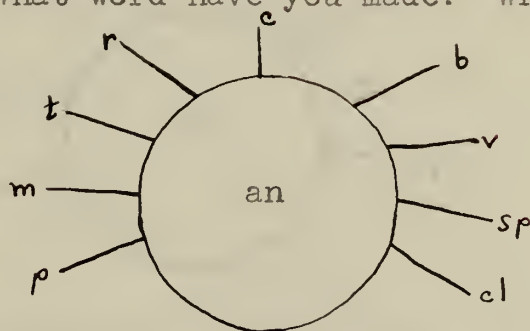
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Name _____

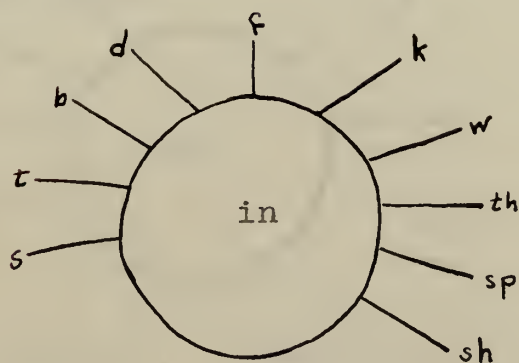
PHONICS

Say the beginning sound. Put each sound in front of the family name. What word have you made? Write the words.



- | | |
|----------|----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | |

Read the words orally.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Read the words orally.

1. The first thing I noticed when I stepped out of the car was the smell of fresh air. It was a relief after being stuck in traffic for hours.



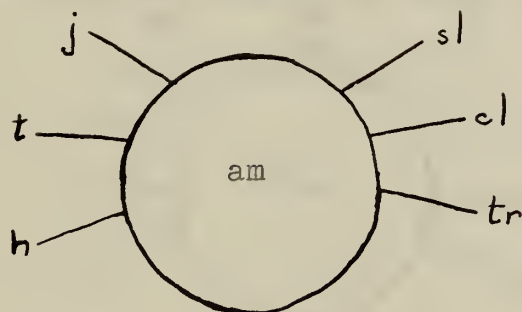
The sun was shining brightly, and the birds were singing. It was a beautiful day, and I felt like I was starting a new chapter in my life.



I was feeling hopeful and optimistic. I knew that everything would work out in the end. I was going to make it.

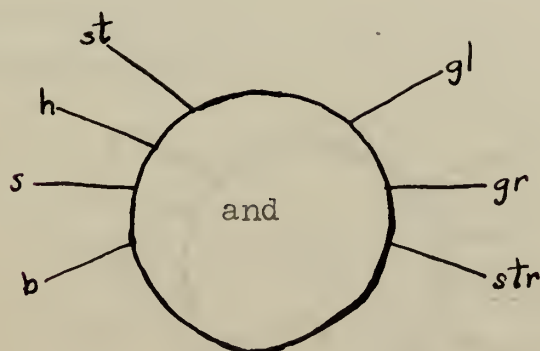
Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Read the words orally.

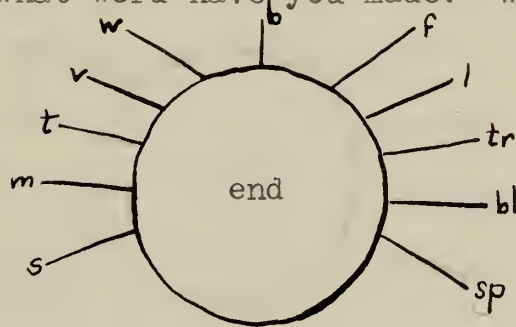


- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

Read these words orally.

Name _____

Say the beginning sound. Put each sound in front of the family name. What word have you made? Write the words.



1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

4. _____

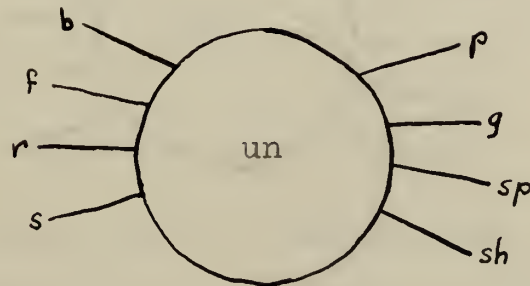
10. _____

5. _____

11. _____

6. _____

Read the words orally.



1. _____

5. _____

2. _____

6. _____

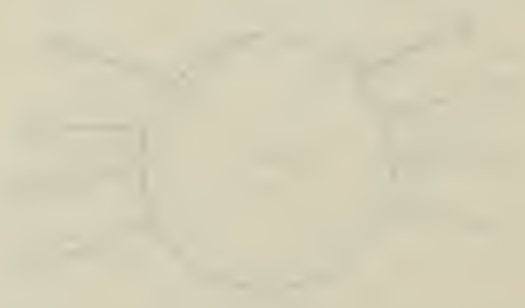
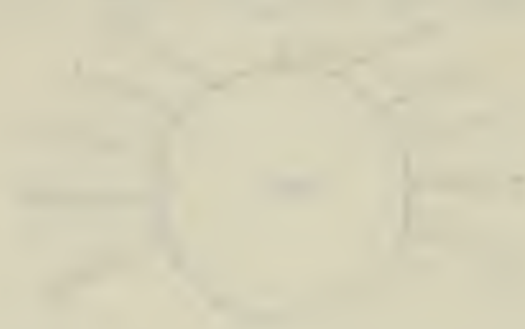
3. _____

7. _____

4. _____

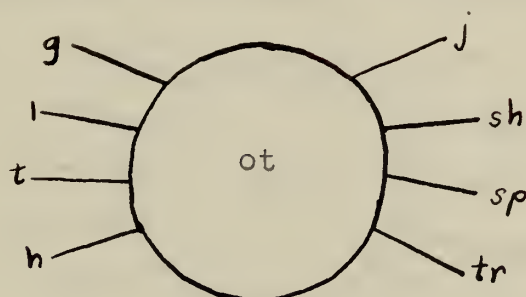
8. _____

Read the words orally.



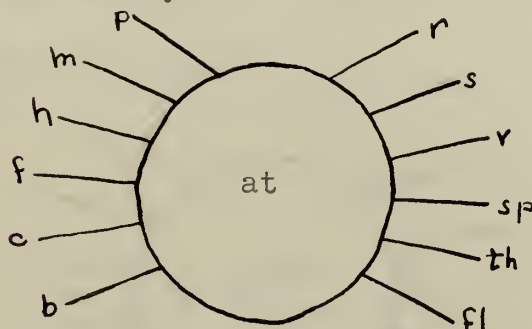
Name _____

Say the beginning sound. Put the sound in front of the family name. What word have you made? Write your words.



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Read the words orally.



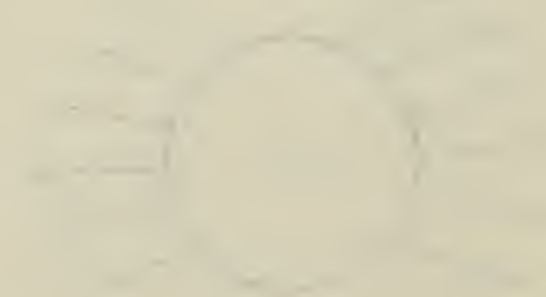
- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Read the words orally.

The first of these is the *sun*, which is the source of light and heat. It is a *ball of gas* that has been *compressed* for so long that it has become *incandescent*. The second is the *moon*, which is a *ball of rock* that has been *compressed* for so long that it has become *incandescent*. The third is the *stars*, which are *balls of gas* that have been *compressed* for so long that they have become *incandescent*.



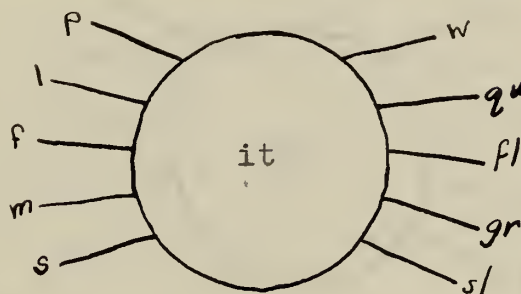
The sun is a *ball of gas* that has been *compressed* for so long that it has become *incandescent*. It is the source of light and heat for the entire solar system. The moon is a *ball of rock* that has been *compressed* for so long that it has become *incandescent*. It is the source of light and heat for the entire lunar system. The stars are *balls of gas* that have been *compressed* for so long that they have become *incandescent*. They are the source of light and heat for the entire universe.



The moon is a *ball of rock* that has been *compressed* for so long that it has become *incandescent*. It is the source of light and heat for the entire lunar system. The stars are *balls of gas* that have been *compressed* for so long that they have become *incandescent*. They are the source of light and heat for the entire universe.

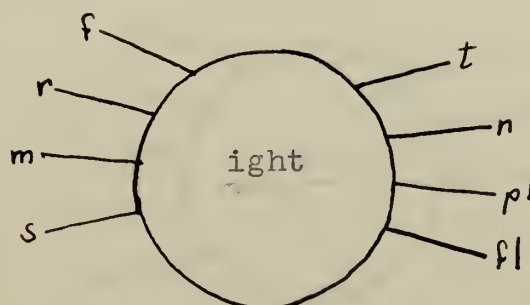
Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Read the words orally.



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

Read the words orally.



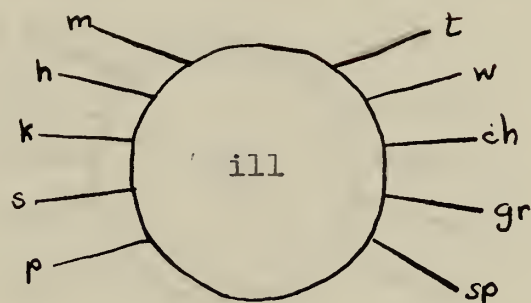
Handwritten text, likely a list or table, with multiple columns and rows of entries. The text is very faint and illegible.



Handwritten text, likely a list or table, with multiple columns and rows of entries. The text is very faint and illegible.

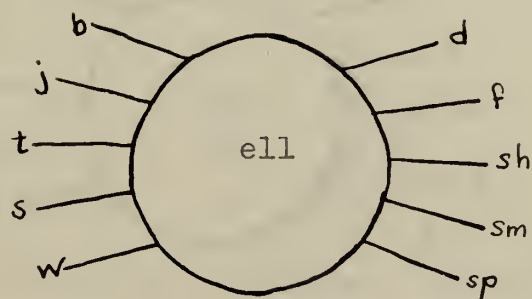
Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

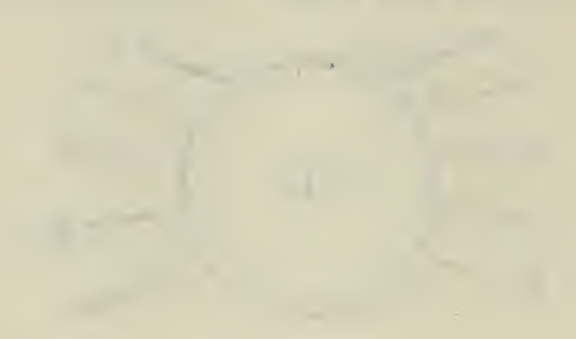
Say the words you have written.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Say the words you have written.

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CHICAGO, ILL.

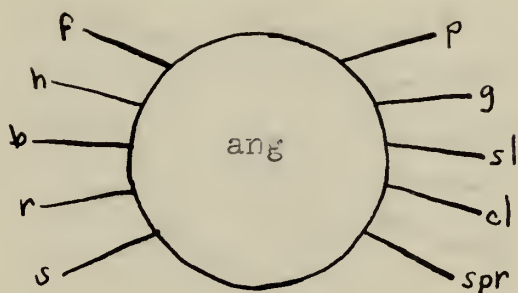


THE UNIVERSITY OF CHICAGO
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CHICAGO, ILL.

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LIBRARY
CHICAGO, ILL.

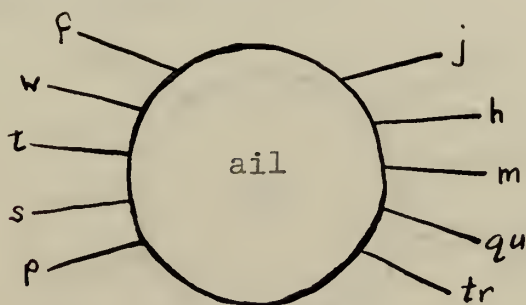
Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Say the words you have written.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Say the words you have written.

... ..
... ..
... ..



... ..
... ..
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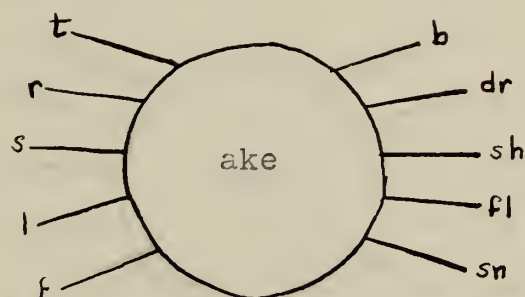


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... ..

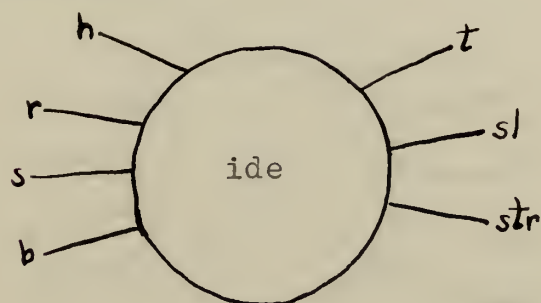
Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Read the words orally.



- | | |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | |

Read the words orally.

The first of these is the fact that the
 sun is a sphere of incandescent gas
 and that its surface is covered with
 a layer of molten lava.



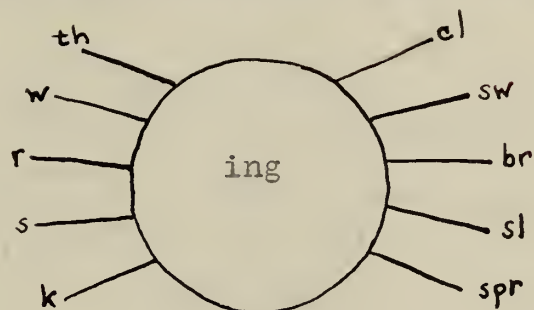
The second fact is that the sun
 is a sphere of incandescent gas
 and that its surface is covered with
 a layer of molten lava.



The third fact is that the sun
 is a sphere of incandescent gas
 and that its surface is covered with
 a layer of molten lava.

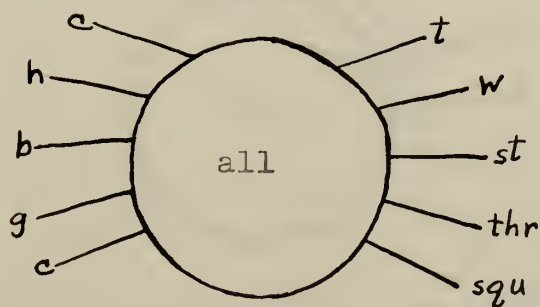
Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write the words.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

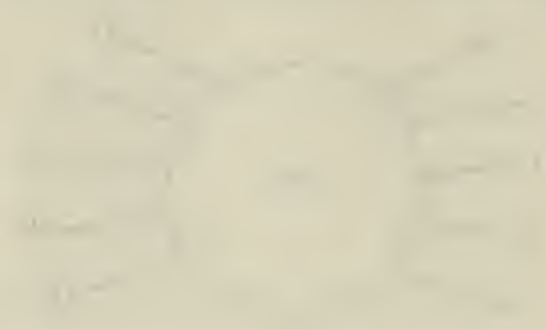
Read the words orally.



- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Read the words orally.

1. The first part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.



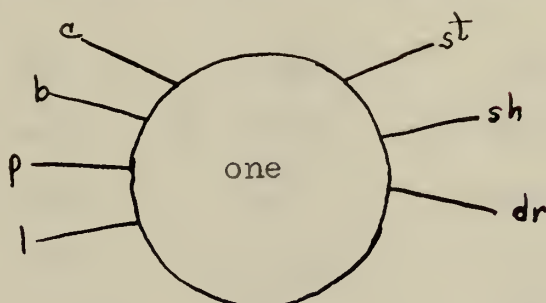
The second part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.



The third part of the paper is devoted to a discussion of the general principles of the theory of the structure of the atom.

Name _____

Say the beginning sounds. Put them in front of the family name. What words have you made? Write your words.



1. _____

5. _____

2. _____

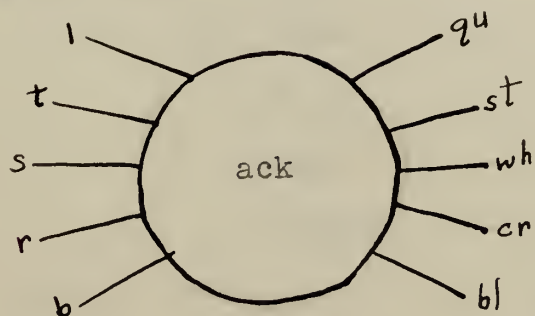
6. _____

3. _____

7. _____

4. _____

Read the words orally.



1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____

10. _____

Read the words orally.

Handwritten text at the top of the page, possibly a title or header.



Handwritten text below the first diagram, organized into two columns.



Handwritten text below the second diagram, organized into two columns.

Handwritten text at the bottom of the page, possibly a signature or footer.

Name _____

Write the word which is omitted in each group.

- | <u>ee</u> | <u>ar</u> | <u>oo</u> | <u>or</u> | <u>ou</u> |
|-----------|-----------|-----------|-----------|-----------|
| 1. deep | 2. cart | 3. broom | 4. store | 5. ground |
| w__k | party | room | more | sound |
| need | bark | n__n | w__e | f__nd |
| w__d | p__k | soon | core | house |

Name _____

Write the word which is omitted in each group.

- | <u>ea</u> | <u>en</u> | <u>un</u> |
|-----------|-----------|-----------|
| 1. read | 2. bent | 3. funny |
| head | s__t | sun |
| l__d | went | r__ |
| ready | invent | sunk |
-
- | <u>oa</u> | <u>an</u> |
|-----------|-----------|
| 4. roar | 5. band |
| float | stand |
| b__t | hand |
| coat | gr__d |

TABLE I. (continued) Properties of the various samples.

Sample	Conc. (%)	Temp. (°C)	Time (h)	Notes
1	10	100	24	
2	10	100	48	
3	10	100	72	
4	10	100	96	
5	10	100	120	
6	10	100	144	
7	10	100	168	
8	10	100	192	
9	10	100	216	
10	10	100	240	
11	10	100	264	
12	10	100	288	
13	10	100	312	
14	10	100	336	
15	10	100	360	
16	10	100	384	
17	10	100	408	
18	10	100	432	
19	10	100	456	
20	10	100	480	
21	10	100	504	
22	10	100	528	
23	10	100	552	
24	10	100	576	
25	10	100	600	
26	10	100	624	
27	10	100	648	
28	10	100	672	
29	10	100	696	
30	10	100	720	
31	10	100	744	
32	10	100	768	
33	10	100	792	
34	10	100	816	
35	10	100	840	
36	10	100	864	
37	10	100	888	
38	10	100	912	
39	10	100	936	
40	10	100	960	
41	10	100	984	
42	10	100	1008	
43	10	100	1032	
44	10	100	1056	
45	10	100	1080	
46	10	100	1104	
47	10	100	1128	
48	10	100	1152	
49	10	100	1176	
50	10	100	1200	
51	10	100	1224	
52	10	100	1248	
53	10	100	1272	
54	10	100	1296	
55	10	100	1320	
56	10	100	1344	
57	10	100	1368	
58	10	100	1392	
59	10	100	1416	
60	10	100	1440	
61	10	100	1464	
62	10	100	1488	
63	10	100	1512	
64	10	100	1536	
65	10	100	1560	
66	10	100	1584	
67	10	100	1608	
68	10	100	1632	
69	10	100	1656	
70	10	100	1680	
71	10	100	1704	
72	10	100	1728	
73	10	100	1752	
74	10	100	1776	
75	10	100	1800	
76	10	100	1824	
77	10	100	1848	
78	10	100	1872	
79	10	100	1896	
80	10	100	1920	
81	10	100	1944	
82	10	100	1968	
83	10	100	1992	
84	10	100	2016	
85	10	100	2040	
86	10	100	2064	
87	10	100	2088	
88	10	100	2112	
89	10	100	2136	
90	10	100	2160	
91	10	100	2184	
92	10	100	2208	
93	10	100	2232	
94	10	100	2256	
95	10	100	2280	
96	10	100	2304	
97	10	100	2328	
98	10	100	2352	
99	10	100	2376	
100	10	100	2400	

TABLE II. (continued) Properties of the various samples.

Sample	Conc. (%)	Temp. (°C)	Time (h)	Notes
101	10	100	2424	
102	10	100	2448	
103	10	100	2472	
104	10	100	2496	
105	10	100	2520	
106	10	100	2544	
107	10	100	2568	
108	10	100	2592	
109	10	100	2616	
110	10	100	2640	
111	10	100	2664	
112	10	100	2688	
113	10	100	2712	
114	10	100	2736	
115	10	100	2760	
116	10	100	2784	
117	10	100	2808	
118	10	100	2832	
119	10	100	2856	
120	10	100	2880	
121	10	100	2904	
122	10	100	2928	
123	10	100	2952	
124	10	100	2976	
125	10	100	3000	
126	10	100	3024	
127	10	100	3048	
128	10	100	3072	
129	10	100	3096	
130	10	100	3120	
131	10	100	3144	
132	10	100	3168	
133	10	100	3192	
134	10	100	3216	
135	10	100	3240	
136	10	100	3264	
137	10	100	3288	
138	10	100	3312	
139	10	100	3336	
140	10	100	3360	
141	10	100	3384	
142	10	100	3408	
143	10	100	3432	
144	10	100	3456	
145	10	100	3480	
146	10	100	3504	
147	10	100	3528	
148	10	100	3552	
149	10	100	3576	
150	10	100	3600	
151	10	100	3624	
152	10	100	3648	
153	10	100	3672	
154	10	100	3696	
155	10	100	3720	
156	10	100	3744	
157	10	100	3768	
158	10	100	3792	
159	10	100	3816	
160	10	100	3840	
161	10	100	3864	
162	10	100	3888	
163	10	100	3912	
164	10	100	3936	
165	10	100	3960	
166	10	100	3984	
167	10	100	4008	
168	10	100	4032	
169	10	100	4056	
170	10	100	4080	
171	10	100	4104	
172	10	100	4128	
173	10	100	4152	
174	10	100	4176	
175	10	100	4200	
176	10	100	4224	
177	10	100	4248	
178	10	100	4272	
179	10	100	4296	
180	10	100	4320	
181	10	100	4344	
182	10	100	4368	
183	10	100	4392	
184	10	100	4416	
185	10	100	4440	
186	10	100	4464	
187	10	100	4488	
188	10	100	4512	
189	10	100	4536	
190	10	100	4560	
191	10	100	4584	
192	10	100	4608	
193	10	100	4632	
194	10	100	4656	
195	10	100	4680	
196	10	100	4704	
197	10	100	4728	
198	10	100	4752	
199	10	100	4776	
200	10	100	4800	

Name _____

Write the word which is omitted in each group.

aroroo

1. smart

2. morning

3. hoot

sp____k

t____e

sh____t

lark

chore

room

g____den

f____

m____n

eeou

4. street

5. house

sw____p

m____se

bees

ground

m____t

sound

Name _____

Write the word which is omitted in each group.

anoaun

1. sand

2. roast

3. Sunday

th____k

g____t

gr____t

spank

t____st

chunk

pl____t

coast

st____t

enea

4. spent

5. ahead

pl____ty

br____th

f____ce

weather

men

tr____d

Name _____

A Game with Phonics.

Have one child or the teacher say aloud one blend or sound from Column I. Let the rest of the group match the blend or sound with the families in Column II. Time the group and see how many words each member of the group can write on a piece of scrap paper in two minutes. Teacher may put the list on the board. Repeat the procedure until all the blends and sounds in Column I have been used.

EXAMPLE:

st and ain --- stain

COLUMN I

st h
ch sh
br th
cl sp
sl dr
p sn
str fl
fr bl

gr

COLUMN II

each ese
eeze een
ain ell
oop aw
ack ape
at ope
ow

The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is well-posed in the sense of Hadamard. The second part is devoted to the construction of the solution. The third part is devoted to the numerical solution of the problem. The fourth part is devoted to the application of the results to the problem of the motion of a rigid body.

References

1. <i>Mathematics</i>		2. <i>Physics</i>	
1. <i>Mathematics</i>	1. <i>Mathematics</i>	1. <i>Mathematics</i>	1. <i>Mathematics</i>
2. <i>Mathematics</i>	2. <i>Mathematics</i>	2. <i>Mathematics</i>	2. <i>Mathematics</i>
3. <i>Mathematics</i>	3. <i>Mathematics</i>	3. <i>Mathematics</i>	3. <i>Mathematics</i>
4. <i>Mathematics</i>	4. <i>Mathematics</i>	4. <i>Mathematics</i>	4. <i>Mathematics</i>
5. <i>Mathematics</i>	5. <i>Mathematics</i>	5. <i>Mathematics</i>	5. <i>Mathematics</i>
6. <i>Mathematics</i>	6. <i>Mathematics</i>	6. <i>Mathematics</i>	6. <i>Mathematics</i>
7. <i>Mathematics</i>	7. <i>Mathematics</i>	7. <i>Mathematics</i>	7. <i>Mathematics</i>
8. <i>Mathematics</i>	8. <i>Mathematics</i>	8. <i>Mathematics</i>	8. <i>Mathematics</i>
9. <i>Mathematics</i>	9. <i>Mathematics</i>	9. <i>Mathematics</i>	9. <i>Mathematics</i>
10. <i>Mathematics</i>	10. <i>Mathematics</i>	10. <i>Mathematics</i>	10. <i>Mathematics</i>

Name _____

These sounds are arranged in two rows --- Row I and Row II.
Take a sound from Row I and add a sound from Row II. Make as
many words as you can. Write your words.

ROW I

bl

tr

sm

wh

gl

scr

st

ch

sn

fl

br

shr

th

sch

dr

sh

spr

ROW II

ame

ain

are

ow

ile

ere

ip

ape

ill

ite

ing

out

eeze

en

ese

aze

ool

The following table shows the results of the experiments conducted on the 15th of May 1881. The experiments were conducted on the 15th of May 1881. The results of the experiments are as follows:

Time	Temperature
10.00	60.0
10.15	60.5
10.30	61.0
10.45	61.5
11.00	62.0
11.15	62.5
11.30	63.0
11.45	63.5
12.00	64.0
12.15	64.5
12.30	65.0
12.45	65.5
13.00	66.0
13.15	66.5
13.30	67.0
13.45	67.5
14.00	68.0
14.15	68.5
14.30	69.0
14.45	69.5
15.00	70.0
15.15	70.5
15.30	71.0
15.45	71.5
16.00	72.0
16.15	72.5
16.30	73.0
16.45	73.5
17.00	74.0
17.15	74.5
17.30	75.0
17.45	75.5
18.00	76.0
18.15	76.5
18.30	77.0
18.45	77.5
19.00	78.0
19.15	78.5
19.30	79.0
19.45	79.5
20.00	80.0
20.15	80.5
20.30	81.0
20.45	81.5
21.00	82.0
21.15	82.5
21.30	83.0
21.45	83.5
22.00	84.0
22.15	84.5
22.30	85.0
22.45	85.5
23.00	86.0
23.15	86.5
23.30	87.0
23.45	87.5
24.00	88.0
24.15	88.5
24.30	89.0
24.45	89.5
25.00	90.0
25.15	90.5
25.30	91.0
25.45	91.5
26.00	92.0
26.15	92.5
26.30	93.0
26.45	93.5
27.00	94.0
27.15	94.5
27.30	95.0
27.45	95.5
28.00	96.0
28.15	96.5
28.30	97.0
28.45	97.5
29.00	98.0
29.15	98.5
29.30	99.0
29.45	99.5
30.00	100.0

Name _____

Here are some sounds. Fill the blank spaces with words using the missing sounds.

<u>at</u>	<u>ate</u>	<u>it</u>
fate	fat	
lit		gate
rat	rate	
pit		late
	mate	kit
flat	state	
skate	slit	

Write four words that end with at.

Write four words that end with ate.

Write six words that end with it.

Date		Time		Place		Remarks	
1900	Jan 1	10	15	San Francisco	Calif	Left for ...	
1900	Jan 2	11	15	San Francisco	Calif	Arrived ...	
1900	Jan 3	12	15	San Francisco	Calif	Left for ...	
1900	Jan 4	13	15	San Francisco	Calif	Arrived ...	
1900	Jan 5	14	15	San Francisco	Calif	Left for ...	
1900	Jan 6	15	15	San Francisco	Calif	Arrived ...	
1900	Jan 7	16	15	San Francisco	Calif	Left for ...	
1900	Jan 8	17	15	San Francisco	Calif	Arrived ...	
1900	Jan 9	18	15	San Francisco	Calif	Left for ...	
1900	Jan 10	19	15	San Francisco	Calif	Arrived ...	
1900	Jan 11	20	15	San Francisco	Calif	Left for ...	
1900	Jan 12	21	15	San Francisco	Calif	Arrived ...	
1900	Jan 13	22	15	San Francisco	Calif	Left for ...	
1900	Jan 14	23	15	San Francisco	Calif	Arrived ...	
1900	Jan 15	24	15	San Francisco	Calif	Left for ...	
1900	Jan 16	25	15	San Francisco	Calif	Arrived ...	
1900	Jan 17	26	15	San Francisco	Calif	Left for ...	
1900	Jan 18	27	15	San Francisco	Calif	Arrived ...	
1900	Jan 19	28	15	San Francisco	Calif	Left for ...	
1900	Jan 20	29	15	San Francisco	Calif	Arrived ...	
1900	Jan 21	30	15	San Francisco	Calif	Left for ...	
1900	Jan 22	31	15	San Francisco	Calif	Arrived ...	

The above is a list of the
 dates and times of the
 arrivals and departures of
 the ship "The ..."
 from San Francisco, Calif.
 during the month of January, 1900.

Name _____

Here are some sounds. Fill in the blank spaces with words using the missing sounds.

<u>ack</u>	<u>ite</u>	<u>and</u>
bite	land	
stand		white
	kite	grand
rite	hand	
polite	stack	
stand		rack
	sack	mite

Write three more words that end with ack.

Write seven more words that end with ite.

Write two more words that end with and.

1. The first part of the paper is devoted to a general discussion of the problem. It is shown that the problem is of great importance in the theory of differential equations.

Table 1		Table 2
1	2	3
4	5	6
7	8	9
10	11	12
13	14	15
16	17	18
19	20	21
22	23	24
25	26	27
28	29	30
31	32	33
34	35	36
37	38	39
40	41	42
43	44	45
46	47	48
49	50	51
52	53	54
55	56	57
58	59	60
61	62	63
64	65	66
67	68	69
70	71	72
73	74	75
76	77	78
79	80	81
82	83	84
85	86	87
88	89	90
91	92	93
94	95	96
97	98	99
100	101	102

The results of the calculations are given in Table 1. It is seen that the results are in good agreement with the theoretical calculations.

The second part of the paper is devoted to a detailed analysis of the results. It is shown that the results are in good agreement with the theoretical calculations.

The third part of the paper is devoted to a discussion of the results. It is shown that the results are in good agreement with the theoretical calculations.

Name _____

PHONETIC REVIEW

In the sentences parts of some words are omitted.
Fill in the parts that are missing. Be sure the sentence
makes sense after you have put in the missing parts.

1. The little girl gave a b - - - to the baby.
2. We have snow and ice in the w - - ter.
3. To - - - is Saturday.
4. A - - itch in time saves nine.
5. The - - ack bear got the honey.
6. The boy's kite fl - - very well.
7. Remember to - - ush your teeth every day.
8. Many pretty - - owers bloom in the spr - - -.
9. The girl wiped the d - - - es for her mother.
10. - - ere is the game being played?
11. Do you listen to the radio in the m - - n - - -?
12. They are building a new - - urch.
13. - - ease do an errand for me.
14. The boys and girls were t - - - ing in the classroom.
15. Where did you put my ice sk - - -s?
16. The teach - - took the class on a picn - -.

TABLE I			
Summary of the results of the experiments			
Experiment	Material	Temperature	Time
1	Aluminum	100°C	1 hour
2	Aluminum	150°C	1 hour
3	Aluminum	200°C	1 hour
4	Aluminum	250°C	1 hour
5	Aluminum	300°C	1 hour
6	Aluminum	350°C	1 hour
7	Aluminum	400°C	1 hour
8	Aluminum	450°C	1 hour
9	Aluminum	500°C	1 hour
10	Aluminum	550°C	1 hour
11	Aluminum	600°C	1 hour
12	Aluminum	650°C	1 hour
13	Aluminum	700°C	1 hour
14	Aluminum	750°C	1 hour
15	Aluminum	800°C	1 hour
16	Aluminum	850°C	1 hour
17	Aluminum	900°C	1 hour
18	Aluminum	950°C	1 hour
19	Aluminum	1000°C	1 hour
20	Aluminum	1050°C	1 hour
21	Aluminum	1100°C	1 hour
22	Aluminum	1150°C	1 hour
23	Aluminum	1200°C	1 hour
24	Aluminum	1250°C	1 hour
25	Aluminum	1300°C	1 hour
26	Aluminum	1350°C	1 hour
27	Aluminum	1400°C	1 hour
28	Aluminum	1450°C	1 hour
29	Aluminum	1500°C	1 hour
30	Aluminum	1550°C	1 hour
31	Aluminum	1600°C	1 hour
32	Aluminum	1650°C	1 hour
33	Aluminum	1700°C	1 hour
34	Aluminum	1750°C	1 hour
35	Aluminum	1800°C	1 hour
36	Aluminum	1850°C	1 hour
37	Aluminum	1900°C	1 hour
38	Aluminum	1950°C	1 hour
39	Aluminum	2000°C	1 hour
40	Aluminum	2050°C	1 hour
41	Aluminum	2100°C	1 hour
42	Aluminum	2150°C	1 hour
43	Aluminum	2200°C	1 hour
44	Aluminum	2250°C	1 hour
45	Aluminum	2300°C	1 hour
46	Aluminum	2350°C	1 hour
47	Aluminum	2400°C	1 hour
48	Aluminum	2450°C	1 hour
49	Aluminum	2500°C	1 hour
50	Aluminum	2550°C	1 hour
51	Aluminum	2600°C	1 hour
52	Aluminum	2650°C	1 hour
53	Aluminum	2700°C	1 hour
54	Aluminum	2750°C	1 hour
55	Aluminum	2800°C	1 hour
56	Aluminum	2850°C	1 hour
57	Aluminum	2900°C	1 hour
58	Aluminum	2950°C	1 hour
59	Aluminum	3000°C	1 hour
60	Aluminum	3050°C	1 hour
61	Aluminum	3100°C	1 hour
62	Aluminum	3150°C	1 hour
63	Aluminum	3200°C	1 hour
64	Aluminum	3250°C	1 hour
65	Aluminum	3300°C	1 hour
66	Aluminum	3350°C	1 hour
67	Aluminum	3400°C	1 hour
68	Aluminum	3450°C	1 hour
69	Aluminum	3500°C	1 hour
70	Aluminum	3550°C	1 hour
71	Aluminum	3600°C	1 hour
72	Aluminum	3650°C	1 hour
73	Aluminum	3700°C	1 hour
74	Aluminum	3750°C	1 hour
75	Aluminum	3800°C	1 hour
76	Aluminum	3850°C	1 hour
77	Aluminum	3900°C	1 hour
78	Aluminum	3950°C	1 hour
79	Aluminum	4000°C	1 hour
80	Aluminum	4050°C	1 hour
81	Aluminum	4100°C	1 hour
82	Aluminum	4150°C	1 hour
83	Aluminum	4200°C	1 hour
84	Aluminum	4250°C	1 hour
85	Aluminum	4300°C	1 hour
86	Aluminum	4350°C	1 hour
87	Aluminum	4400°C	1 hour
88	Aluminum	4450°C	1 hour
89	Aluminum	4500°C	1 hour
90	Aluminum	4550°C	1 hour
91	Aluminum	4600°C	1 hour
92	Aluminum	4650°C	1 hour
93	Aluminum	4700°C	1 hour
94	Aluminum	4750°C	1 hour
95	Aluminum	4800°C	1 hour
96	Aluminum	4850°C	1 hour
97	Aluminum	4900°C	1 hour
98	Aluminum	4950°C	1 hour
99	Aluminum	5000°C	1 hour
100	Aluminum	5050°C	1 hour

Name _____

Copy all the words in each group that have the same sound as at the top of each group.

<u>ess</u>	<u>et</u>	<u>ey</u>	<u>ful</u>
less	ticket	valley	fearful
shiver	hasten	journey	grateful
press	market	pinchey	dozen
princess	trumpet	garden	camel
hidden	cabin	trolley	cheerful
mistress	secret	rage	joyful
search	oxen	donkey	hidden
brightness	cottage	spider	powerful
order	blanket	cabin	skillful

- | | | | |
|----------|----------|----------|----------|
| 1. _____ | 1. _____ | 1. _____ | 1. _____ |
| 2. _____ | 2. _____ | 2. _____ | 2. _____ |
| 3. _____ | 3. _____ | 3. _____ | 3. _____ |
| 4. _____ | 4. _____ | 4. _____ | 4. _____ |
| 5. _____ | 5. _____ | 5. _____ | 5. _____ |
| | | | 6. _____ |

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Name _____

Copy all the words in each group that have the same sound as the sound that is at the top of each group.

el

camel

tough

barrel

tunnel

rage

shovel

cottage

foolish

mackerel

er

weather

finger

shovel

porch

forty

danger

tender

dozen

power

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. The first part of the paper discusses the importance of the study.

Year	Value
1980	1.2
1981	1.5
1982	1.8
1983	2.1
1984	2.4
1985	2.7
1986	3.0
1987	3.3
1988	3.6
1989	3.9
1990	4.2

1991	4.5
1992	4.8
1993	5.1
1994	5.4
1995	5.7

Name _____

Copy all the words in each group that have the same sound as at the top of each group.

ch

bench

vegetable

inch

press

rich

village

ranch

touch

ticket

porch

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

dge

bridge

rage

judge

broken

edge

patridge

shovel

trudge

chatter

1. _____

2. _____

3. _____

4. _____

5. _____

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55	55
56	56
57	57
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59	59
60	60
61	61
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63	63
64	64
65	65
66	66
67	67
68	68
69	69
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75	75
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80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

Name _____

Copy all the words in each group that have the same sound as is at the top of the group.

en

enjoy

inside

enter 1. _____

enemy 2. _____

pencil 3. _____

remember 4. _____

entire 5. _____

envy

ble

terrible

tremble

sparkle 1. _____

September 2. _____

people 3. _____

nibble 4. _____

marble 5. _____

scramble 6. _____

middle

age

cottage

house

doctor 1. _____

rage 2. _____

village 3. _____

bridge 4. _____

carriage 5. _____

judge

voyage

ly

suddenly

vacation

quickly 1. _____

sparkle 2. _____

surely 3. _____

Name: _____ Date: _____
 Class: _____

1	100	100	100
2	200	200	200
3	300	300	300
4	400	400	400
5	500	500	500
6	600	600	600
7	700	700	700
8	800	800	800
9	900	900	900
10	1000	1000	1000
11	1100	1100	1100
12	1200	1200	1200
13	1300	1300	1300
14	1400	1400	1400
15	1500	1500	1500
16	1600	1600	1600
17	1700	1700	1700
18	1800	1800	1800
19	1900	1900	1900
20	2000	2000	2000
21	2100	2100	2100
22	2200	2200	2200
23	2300	2300	2300
24	2400	2400	2400
25	2500	2500	2500
26	2600	2600	2600
27	2700	2700	2700
28	2800	2800	2800
29	2900	2900	2900
30	3000	3000	3000
31	3100	3100	3100
32	3200	3200	3200
33	3300	3300	3300
34	3400	3400	3400
35	3500	3500	3500
36	3600	3600	3600
37	3700	3700	3700
38	3800	3800	3800
39	3900	3900	3900
40	4000	4000	4000
41	4100	4100	4100
42	4200	4200	4200
43	4300	4300	4300
44	4400	4400	4400
45	4500	4500	4500
46	4600	4600	4600
47	4700	4700	4700
48	4800	4800	4800
49	4900	4900	4900
50	5000	5000	5000

Name _____

Copy all the words in each group that have the same sound as at the top of each group.

<u>ous</u>	<u>ous</u>	<u>tch</u>	<u>tch</u>
delicious	1. _____	hatch	1. _____
person	2. _____	person	2. _____
precious	3. _____	patch	3. _____
strap	4. _____	stretch	4. _____
gracious	5. _____	firmly	5. _____
forth		pitch	6. _____
disastrous		stretch	
already		darkness	
serious		scratch	
doctor		bow	

Copy all the words in each group that have the same sound as at the top of each group.

<u>ture</u>	<u>ture</u>	<u>ward</u>	<u>ward</u>
nature	1. _____	afterward	1. _____
cabin	2. _____	also	2. _____
pasture	3. _____	forward	3. _____
elevator	4. _____	homeward	4. _____
furniture		motion	5. _____
teeth		toward	
adventure		month	
inquire		westward	
throat		juicy	

Name _____

Copy all the words in each group that have the same sound as at the top of each group.

<u>le</u>		<u>le</u>		<u>tion</u>		<u>tion</u>	
bundle	1. _____			nation	1. _____		
eager	2. _____			laughter	2. _____		
cattle	3. _____			direction	3. _____		
rumble	4. _____			motion	4. _____		
tunnel	5. _____			apron	5. _____		
circle	6. _____			attention			
puzzle				vacation			
glow				delight			
gentle							
fancy							

Copy all the words in each group that have the same sound as at the top of each group.

<u>ness</u>		<u>ness</u>		<u>ly</u>		<u>ly</u>	
darkness	1. _____			lonely	1. _____		
cabin	2. _____			narrow	2. _____		
business	3. _____			joyfully	3. _____		
soldier	4. _____			fiercely	4. _____		
brightness	5. _____			market	5. _____		
mistress				firmly	6. _____		
kindness				certainly			
between				seven			
happiness				quietly			

Name _____

On each line fill in the blanks with words that sound like the first word. Write the sound in the blanks at the right.

- | | | | | |
|----------|-------|-------|-------|-------|
| 1. catch | _____ | _____ | _____ | _____ |
| 2. fix | _____ | _____ | | _____ |
| 3. coast | _____ | _____ | | _____ |
| 4. sure | _____ | _____ | _____ | _____ |
| 5. high | _____ | _____ | | _____ |
| 6. hitch | _____ | _____ | | _____ |
| 7. feel | _____ | _____ | | _____ |
| 8. horn | _____ | _____ | | _____ |
| 9. sound | _____ | _____ | _____ | _____ |
| 10. top | _____ | _____ | | _____ |

Copy all the words in each group that have the same beginning sound as is at the top of each group.

el

element _____

enter _____

elm _____

honk _____

elegant _____

elephant _____

omit _____

elevate _____

un

until _____

conduct _____

unjust _____

direct _____

unlock _____

person _____

unreal _____

unroll _____

Name _____

On each line fill in the blanks with words that sound like the first word.

Write the sound in the blanks at the right.

	<u>Words</u>		<u>Sounds</u>
1. bottle	_____	_____	_____
2. sputter	_____	_____	_____
3. peek	_____	_____	_____
4. real	_____	_____	_____
5. seen	_____	_____	_____
6. Nation	_____	_____	_____
7. job	_____	_____	_____
8. rush	_____	_____	_____
9. spoil	_____	_____	_____
10. bought	_____	_____	_____

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research.

TABLE I			
Year	Population	Area	Value
1950	100,000	1000	1.0
1955	120,000	1200	1.2
1960	150,000	1500	1.5
1965	180,000	1800	1.8
1970	200,000	2000	2.0
1975	220,000	2200	2.2
1980	250,000	2500	2.5
1985	280,000	2800	2.8
1990	300,000	3000	3.0
1995	320,000	3200	3.2
2000	350,000	3500	3.5

Name _____

Copy all the words in each group that have the same sound at the beginning of each word as is at the top of each group.

<u>re</u>		<u>per</u>		<u>for</u>	
remain	_____	person	_____	forget	_____
gloat	_____	blend	_____	infant	_____
invite	_____	perform	_____	forbid	_____
repeat	_____	remain	_____	forecast	_____
revise	_____	perfume	_____	found	_____
conduct	_____	belong	_____	forfeit	_____
rejoice	_____	perhaps	_____	compose	_____
rest	_____	emboss	_____	form	_____
renew	_____	permanent	_____	enter	_____
injure	_____	wriggle	_____	forgive	_____
remake	_____	periwinkle	_____	course	_____

Name _____

Write three words using this part -- atter

Example: atter as in platter

1.

2.

3.

Write three words using this part -- eeze

1.

2.

3.

Write three words using this part -- ion

1.

2.

3.

Write three words using this part -- oan

1.

2.

3.

Write three words using this part -- squ

1.

2.

3.

Write three words using this part -- ell

1.

2.

3.

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1. The first part of the paper is devoted to a discussion of the

2. The second part of the paper is devoted to a discussion of the

3. The third part of the paper is devoted to a discussion of the

4. The fourth part of the paper is devoted to a discussion of the

5. The fifth part of the paper is devoted to a discussion of the

Name _____

Write three words using this part -- oil

1.

2.

3.

Write three words using this part -- urn

1.

2.

3.

Write three words using this part -- ight

1.

2.

3.

Write three words using this part -- ump

1.

2.

3.

Write three words using this part -- ph

1.

2.

3.

Write three words using this part -- ful

1.

2.

3.

Name _____

WORD ANALYSIS

Many times two or more letters come together in a word and have a new sound. Know these parts and you will learn many new words.

These parts: wh - sh - ay - ch - are in the words below. Put the parts in the square beside each word. Say the words and hear the parts.

say	shoe	play
wish	day	who
what	much	maybe
chain	why	shower
ship	chop	shook

By using the parts above finish these words.

wa- -	st- -	ar- -	gr- -
tr- -	cat- -	- -en	- -are
whi- -	- -ere	br- -	blemi- -
fi- -	- -alk	gna- -	ea- -
ca- - ier	lat- -	- -at	- -ip

Section 100

1. The first part of the document is a list of the names of the persons who have been named in the proceedings. The names are listed in alphabetical order, and each name is followed by a brief description of the person's position or relationship to the case.

2. The second part of the document is a list of the names of the persons who have been named in the proceedings. The names are listed in alphabetical order, and each name is followed by a brief description of the person's position or relationship to the case.

Name			Address		
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12

Name			Address		
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12
John Doe	123	456	789	1011	12
Jane Smith	123	456	789	1011	12

Name _____

Draw a line under the little word you see and hear in the big word. Write the little word.

abide

airship

brace

bray

appoint

dwell

fadeless

melon

arrest

deface

gnash

kingdom

blame

checked

fable

moment

cabinet

commence

habit

pester

canopy

coral

hardy

puppet

cargo

embark

homesick

railroad

content

fondle

infant

recent

crate

frightful

iceberg

rainbow

credit

embrace

kidnap

remove

CONTENTS	ORIGINAL ARTICLES	DEPARTMENTS	NOTES
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
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55	55	55	55
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58	58	58	58
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60	60	60	60
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62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
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71	71	71	71
72	72	72	72
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74	74	74	74
75	75	75	75
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78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

Name _____

Draw a line under the little word you see and hear in the big word. Write the little word.

affair	armor	bayberry	bellows
_____	_____	_____	_____
bit	borrow	dasher	dragon
_____	_____	_____	_____
blacksmith	bumper	dipper	comforter
_____	_____	_____	_____
earthenware	gloomily	grasped	glittering
_____	_____	_____	_____
flint	gridiron	heartiest	highway
_____	_____	_____	_____
footman	hangar	horizontally	inherit
_____	_____	_____	_____
frock	haycock	improved	knight
_____	_____	_____	_____
gathered	lever	lofty	mart
_____	_____	_____	_____
gleaming	linked	monoplane	panther
_____	_____	_____	_____
glint	motionless	tenant	throb
_____	_____	_____	_____

Name _____

Draw a line under the little word you see and hear in the big word. Write the little word.

abandon

bagged

baton

becalmed

abound

bellows

confine

gram

acute

billyow

divan

halyard

afterhold

booty

dusky

grub

animated

bulrush

embarked

hart

array

buoyant

emit

isolate

capsize

cataract

engrave

jointed

castonet

chink

eventide

lout

chanted

confirm

flintlock

mermaid

cockle

corduroy

freshet

moat

comet

detailed

gills

ordinary

Name _____

Below you will find some compound words. Write the two little words that make the big word.

become

homesick

Name _____

Make a compound word from the two small words.

sun	ball	fade	sight
base	shine	less	eye

way	land	age	man
green	side	stead	home

ever	self	sick	birth
green	him	day	home

out	where	rail	road
no	side	board	key

false	spun	fast	way
home	hood	break	high

Name _____

DIFFERENCES BETWEEN m AND n.

Study these words:

meat, neat, gun, gum, dine, dime, may, nay, nine

mine, moon, noon

Write the right words in the blank spaces.

1. Mother, _____ I help you?
2. Is your paper _____?
3. Three and six are _____.
4. The Sunday paper costs a _____.
5. We eat lunch at _____.
6. A boy had a new toy _____.
7. The _____ shines at night.
8. I like to chew _____.
9. Did you have _____ for dinner?
10. _____ I go with you today?

Use either m or n and make new words in the lists below.

__ight	__ister	__arrow	__anage
__ow	__ail	__achine	__ervous
__ade	__eighbor	__asty	__arble
__ever	__issed	__ative	__urse
__uch	__ate	__agic	__ellow
__orth	__umber	__otice	__estle
__onth	__other	__edicine	__erry

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

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REIGN OF KING CHARLES THE FIRST

Name _____

DIFFERENCES BETWEEN t AND th

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>	<u>6.</u>
than	tin	tank	bat	hat	pat
tan	thin	thank	bath	hath	path
	<u>7.</u>	<u>8.</u>	<u>9.</u>	<u>10.</u>	
	trill	tick	ten	tree	
	thrill	thick	then	three	

By using the sets above put the right words in the sentences below.

1. Drink milk and you will not be _____.
2. The mud is _____ on the street.
3. I bought a brown _____.
4. We walked up the garden _____.
5. There were _____ boys playing ball in the park.
6. Oil is kept in a big _____.
7. I enjoy the shade of this big _____.
8. We use a _____ in a ball game.
9. The birds _____ the notes of their songs.
10. You ran a great deal farther _____ I did.

Name _____

DIFFERENCES BETWEEN sh AND ch

Finish the words with the correct part of the word: sh or ch

1. The boy went to the forest to - - op wood.
2. Please do not eat too mu- -.
3. Do not drop the di- - .
4. The sun does not- -ine when it rains.
5. I would like some fre- - eggs.
6. He sailed away in a big- - ip.
7. I have never seen su- - big trees.
8. Rats and mice like- - eese.
9. Whi- - boy will do an errand?
10. Wat- - the stars twinkling in the sky.

Read these words orally.

shut	chicken	shed
dish	smash	rich
children	such	chapter
catch	shop	fresh
bench	cheek	which
ship	chop	dash
much	catch	cash

Draw a line under the parts - sh and ch - in the words above.

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Journal of the American Medical Association

1918	1917	1916
1915	1914	1913
1912	1911	1910
1909	1908	1907
1906	1905	1904
1903	1902	1901
1900	1899	1898
1897	1896	1895

Published by the American Medical Association, 535 North Dearborn Street, Chicago, Ill.

1918

Name _____

DIFFERENCES BETWEEN ar AND or

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>	<u>6.</u>	<u>7.</u>
barn	card	farm	stark	harsh	farmer	park
born	cord	form	stork	horse	former	pork
		<u>8.</u>	<u>9.</u>	<u>10.</u>		
		warm	far	lard		
		worm	for	lord		

By using the sets above put the right words in the sentences below.

1. The _____ plants oats in the spring.
2. The red box is _____ you.
3. I was _____ in the month of September.
4. We tie bundles with _____.
5. Potatoes are fried in _____.
6. The _____ is a tall bird.
7. Are you going to live on this _____?
8. I went walking in the _____.
9. Do you keep the _____ in the barn?
10. It is very _____ today.

Name _____

DIFFERENCES BETWEEN an AND en

Put an or en in the right places.

1. Drive carefully. Help prev- -t accidents.
2. His - -cestors were famous people.
3. The robins v- -ished when the cold weather came.
4. H- -ceforth, we will dine at six.
5. These toys are very exp- -sive.
6. I was amused at the boy's - -swer.
7. Thomas Edison was an inv- -tor.
8. The br- -ches of the tree were b- -ding to the ground.
9. We had s- -dwiches for lunch.
10. Mary ate a great deal of c- -dy.

Use an or en and make new words below.

w - - t	resid - - t	c - - oe
lin - -	- - kle	ch - - ce
- - gry	org - - ized	- - gineer
underst - - ding	adv - - ture	exch - - ge
gr - - dmother	ag - - t	ev - - t
contin - - t	- - noy	gr - - ite
p - - nies	b - - ister	k - - nel
m - - ufacturing	c - - cel	sp - - d
indep- -d- -t	c - - tral	t - - der

THE HISTORY OF THE

REIGN OF

CHARLES THE FIRST

BY

JOHN BURNET

OF

THE

UNIVERSITY OF

OXFORD

IN TWO VOLUMES

LONDON

1704

Printed by J. Streater, at the

Printers Office, in St. Dunstons Church-yard

1704

1704

1704

1704

1704

1704

1704

1704

1704

Name _____

Find the correct word and write it in the blank spaces.

<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>	<u>6.</u>
big	stick	ticks	deck	far	sang
bag	stack	tacks	dock	for	sing
bug	stuck	tucks	duck	fur	song
	<u>7.</u>	<u>8.</u>	<u>9.</u>	<u>10.</u>	
	limp	pen	lick	full	
	lamp	pin	luck	fill	
	lump	pan	lock	fell	

1. It is fun to play in a hay_____.
2. A beetle is a _____.
3. Can you swim like a _____?
4. We put up our pictures with _____.
5. Please light the _____.
6. A key fits in a _____.
7. Mother wears a _____on her dress.
8. I will sing a _____.
9. His pockets are _____of apples.
10. The cat has white _____.

Name _____

HARD AND SOFT C

Draw a line under the words in which the letter c sounds like s. Usually c sounds like s before e, i, and y.

1. Fences are often placed around back yards.
2. Catherine lives in a big city.
3. Lucy lives in the country.
4. Lucia likes to paddle a canoe.
5. These nice pickles cost ten cents.
6. Make a cross in the center of the square.
7. Come and meet the nice people.
8. Columbus discovered America.

Draw a line under words that have soft c in them.

Put a cross by words that have hard c in them.

chance	scientist	brace
continent	acquainted	scarce
crack	importance	cancel
circus	section	traffic
crops	capacity	mince
bacon	consequence	iceberg
recipe	electric	record
physical	bicycle	sauce
grocery	beacon	perfect
<u>succeed</u>	embrace	grocer

Name _____

Besides having a, e, i, o, and u, as vowels another letter is sometimes used. That letter is y. When it is a vowel, it sounds like i. Sometimes it has a long sound and sometimes a short sound.

EXAMPLE:long sound

fry

short sound

baby

Here is a list of words. In ROW I write the long sound of y. In ROW II write the short sound of y.

try

family

lady

shy

any

fly

sky

rainy

by

already

my

why

heavy

sly

story

study

ROW IROW II

Name _____

Write each of the following words under the vowel that shows the correct sound.

bone	flop	home	much	barn	fast
run	sun	past	box	pass	far
nod	cold	dug	lord	car	path
use	last	doll	go	got	spot
yard	porch	choke	march	us	
grass	are	born	cup	on	

o as in sold

o as in hot

o as in corn

u as in hut

a as in arm

a as in task

Name _____

Write the following words under the vowel that shows the correct sound.

does	beet	bead	cloud	love	down
knew	new	boat	cried	here	sight
fine	door	field	son	cow	blow
hope	try	fly	hour	dew	key
court	loud	come	use	but	few

e as in we

i as in nice

o as in old

u as in pure

u as in cup

ou as in shout

TABLE I					
Year	1900	1901	1902	1903	1904
Population	1,000,000	1,050,000	1,100,000	1,150,000	1,200,000
Area (sq. miles)	100,000	100,000	100,000	100,000	100,000
Population per sq. mile	10	10.5	11	11.5	12
Area (sq. miles)	100,000	100,000	100,000	100,000	100,000
Population per sq. mile	10	10.5	11	11.5	12

Year	1900	1901	1902	1903	1904
Population	1,000,000	1,050,000	1,100,000	1,150,000	1,200,000
Area (sq. miles)	100,000	100,000	100,000	100,000	100,000
Population per sq. mile	10	10.5	11	11.5	12
Area (sq. miles)	100,000	100,000	100,000	100,000	100,000
Population per sq. mile	10	10.5	11	11.5	12

Year	1900	1901	1902	1903	1904
Population	1,000,000	1,050,000	1,100,000	1,150,000	1,200,000
Area (sq. miles)	100,000	100,000	100,000	100,000	100,000
Population per sq. mile	10	10.5	11	11.5	12
Area (sq. miles)	100,000	100,000	100,000	100,000	100,000
Population per sq. mile	10	10.5	11	11.5	12

Name _____

SHORT i AND e

Draw a line under the words that make the following sentences correct.

1. A pig lives in a(pin, pen).
2. The cover of a box is called a(lid, led).
3. A dog is a good (pit, pet) for children.
4. We like to pay all our (bells, bills).
5. Wait (tell, till) I come.
6. I got a new (sled, slid) for Christmas.
7. Jack (fill, fell) down.
8. Do not (spell, spill) the milk.
9. I feel very (well, will) today.
10. She has a pretty (red, rid) dress.

Mark the short vowels (i and e) in the lists below.

it	fit	pet	tin
egg	bend	him	well
slid	spell	rid	hem
in	peg	which	bell
end	fill	red	bill
sled	step	fell	slid
spin	pig	set	kink
bed	set	left	limb
spill	will	hill	yelp

Name _____

Write each of the following words under the vowel that shows the correct sound.

bag	pass	wife	page	fan	red
den	drive	hid	sad	led	is
sake	seed	plate	tree	bide	he
milk	change	she	hit	bee	has
three	had	light	sent	lid	kite
big	pen	cent	wild	late	lame

a as in blame

a as in ham

e as in we

e as in set

i as in thrice

i as in bit

Name _____

Add s to the words below:

whisper_	abuse_	dessert_	film_
disarm_	agent_	fable_	mineral_
ship_	alarm_	fondle_	pester_
paper_	chamber_	furnace_	shield_
abide_	embrace_	germ_	snore_

Say the above words orally.

Add es to the words below:

catch_ _	guess_ _	grass_ _
watch_ _	church_ _	bless_ _
fish_ _	rich_ _	couch_ _
wish_ _	cross_ _	dress_ _
clutch_ _	branch_ _	crouch_ _

Say the above words orally

Add ed to the words below:

anger_ _	boss_ _	bolt_ _	accomplish_ _
appear_ _	bound_ _	dart_ _	erect_ _
arrest_ _	charter_ _	croak_ _	embroider_ _
attract_ _	check_ _	gasp_ _	blast_ _
avoid_ _	blast_ _	imprison_ _	link_ _

Say the above words orally.

Name _____

Add ing to the words below:

snow_ _ _	bayberry_ _ _	exclaim_ _ _	bomb_ _ _
blow_ _ _	billow_ _ _	despair_ _ _	attract_ _ _
wish_ _ _	complain_ _ _	butter_ _ _	avoid_ _ _
bind_ _ _	furrow_ _ _	comb_ _ _	exact_ _ _
bawl_ _ _	disgust_ _ _	dwell_ _ _	blast_ _ _

Say the above words orally.

Add er to the words below:

calm_ _	strong_ _	build_ _	black_ _
soon_ _	sand_ _	hard_ _	farm_ _
dark_ _	bark_ _	hang_ _	plant_ _
count_ _	pink_ _	paint_ _	golf_ _
short_ _	damp_ _	buy_ _	lead_ _

Say the above words orally.

Add y to the words below:

cheer_	guilt_	greed_	stock_
gloom_	gloss_	mess_	jell_
wear_	grocer_	sulk_	bulk_
drear_	filth_	scratch_	snow_
grump_	chalk_	kink_	glue_

Say the above words orally.

Name _____

Add ly to the words below:

blind_ _	on_ _	uncertain_ _	frightful_ _
live_ _	kind_ _	usual_ _	awful_ _
especial_ _	immense_ _	social_ _	home_ _
dumb_ _	ideal_ _	generous_ _	dismal_ _
quiet_ _	quarter_ _	cheerful_ _	brief_ _

Say the above words orally.

Add est to the words below:

near_ _ _	hard_ _ _
dear_ _ _	clean_ _ _
fair_ _ _	deep_ _ _
quiet_ _ _	poor_ _ _
dumb_ _ _	gray_ _ _

Say the above words orally.

Name _____

Here are some endings:

s - ly - ed - ing - est - es - er - y

Put correct endings on the words below:

choir	cheer	check	belt
brief	blind	fable	clutch
butter	quiet	catch	mess
dear	generous	ferry	embroider
altar	anger	gravel	adopt
frightful	disgust	gnash	beacon
near	germ	erect	brisk
snow	exact	wish	chapel
		buy	fish

Draw a line from the word to the correct ending.

fish	ed	bomb	s
defend	y	charter	ly
evergreen	es	embrace	ing
froth	s	blind	ed

Name _____

Use ed and ing to work out new words. Draw a line from each word in the first column to its derived word in the second column.

1.	2.	1.	2.
help	battered	bray	renting
show	washed	annoy	defending
wash	helped	defend	alarming
stay	walked	dwel	halting
walk	showed	alarm	dwelling
call	stayed	halt	annoying
butter	called	rent	braying

Cross out the words that do not belong in the sentence below:

1. The girls walk---walked to the store.
2. He butter---battered his slice of bread.
3. Will you call---called for the package?
4. I would like to stay---stayed with my grandmother.
5. The boy went in the house and wash---washed his hands.
6. The fire alarm---alarming rang many times.
7. The family lived in the new dwel---dwelling.
8. Have you heard the donkey bray---braying?
9. The army came to a halt---halting very suddenly
10. Will you pay the rent---renting tomorrow?

Name _____

REVIEW ON ENDINGS

Put a circle around the endings in the following lists of words:

balcony	hasty	shallowest
blasting	racer	<u>seriously</u>
actions	kindling	<u>sulky</u>
abiding	ugly	<u>tender</u>
bravery	greedy	treated
blessed	<u>omitted</u>	trespassing
bouncing	overalls	smoothly
calmly	quickly	thorny
checked	<u>meekest</u>	thrilling
bustling	knocked	ugly
cutest	reeds	vowels
gloomy	sealed	yelped

Add endings to the words below. Be sure to choose a correct ending for each word.

evergreen	alarm	hangar
deposit	carpenter	knight
film	ebon	impatient
bray	joint	loft
smooth	notch	present
cliff	flint	billow
bind	gasp	comet
keen	impress	dusk

Name _____

RHYMING

Fill in the blank spaces with words that will finish the rhymes.

1. The little boy took the broom
Said he, "May I sweep the _____?"
2. Once a tiny fairy I tried to follow
But I couldn't get into her tree trunk _____.
3. Can't you hear the tolling of every bell
Listen! Each has its story to _____.
4. It's soft and silently falling all around
This snow that's rushing, whirling to the _____.
5. He's fat and furry, white and yellow
My puppy----the cutest little_____.
6. Nails, hammer, paint and boards I remembered to bring.
Just one thing did I forget-----the_____.

Name _____

MORE RHYMES

Fill in the blanks with words that rhyme with the words underlined.

1. Tommy had a little pig
Its color was black as ink
It was so tame that from his hand
The pig would eat and _____.

2. Come our way
The elves are _____
Witches are spry
As they sail in the _____
Pumpkins look proud
Children shout _____.

3. The wee baby was born in a manger
And Wise Men came to see the little _____.

4. The moon and stars sail in the deep blue sky
My thoughts as I watch them passing _____
Are dreamy ones - I wonder _____?

Name _____

THE "SION" FAMILY

In the lists of words below pick out all the words that belong to the "sion" family. Write your words in a list at the bottom of the page.

1.

confession

discussion

obsession

accomplish

impression

2.

irritate

mission

geranium

procession

emblem

3.

foreign

expression

furnace

glimpse

session

Make your list here. Say the words orally.

Write the word that means "a parade". _____

Write the word that means "to do something". _____

Name _____

THE "TION" FAMILY

In the list of words below pick out all words that belong to the "tion" family. Write your words in a list at the bottom of the page.

1.

bargain

nation

appoint

avoid

combination

2.

education

foundation

granite

situation

motion

3.

often

devotion

melon

habitation

mince

Make your list here. Say the words orally.

What word means "strong affection"? _____

What word means "a dwelling place"? _____

Name _____

PREFIXES

Make compound words by adding to to the beginning of the words in the column below.

EXAMPLES:

morrow

tomorrow1.

Write the words here:

day

gether

night

ward

Make compound words by adding be to the beginning of the words in the column below.

EXAMPLES:

come

become1.

Write the words here:

fore

long

side

cause

hind

low

Name _____

un means not

re means again

These are prefixes. Put these prefixes in their places with the words below.

un

--_happy

--_able

--_kind

--_easy

--_fair

un

--_do

--_tie

--_belief

--_aided

--_charted

un

--_caught

--_belt

--_becoming

--_baked

--_button

re

--_turn

--_pay

--_do

--_paper

re

--_draw

--_sound

--_cast

--_cite

re

--_bound

--_call

--_build

--_comfort

By using your dictionary write five words that begin with un.

By using your dictionary write five words that begin with re.

Name _____

Put an X under the vowels in the words below. Do you hear the sound of each vowel?

amount	glass	listen
along	hunt	print
always	quick	rabbit
board	mail	interest
bird	kick	real
better	ought	sister
both	leave	something
bought	safe	open
bridge	number	quite
broken	order	money
button	mountain	knew
child	happen	head
chair	learn	smoke
cost	o'clock	push
count	practice	size
cut	green	suppose
decide	state	thousand
first	true	without
floor	yesterday	there
friend	whether	surprise
fruit	struck	window

Name _____

Many words are mispronounced because all the syllables are not clearly pronounced. Listen and hear all the syllables in the words below.

Make a game of pronouncing these words. Divide the class into two teams. The team that makes the fewer errors wins the game. Be sure and listen!

1. history -- his-to-ry
2. geography -- ge-og-ra-phy
3. grocery -- gro-cer-y
4. memory -- mem-o-ry
5. poem -- po-em
6. arithmetic -- a-rith-me-tic
7. separate -- sep-a-rate
8. February -- Feb-ru-a-ry
9. pumpkin -- pump-kin
10. victory -- vic-to-ry
11. pupil -- pu-pil
12. factory -- fac-to-ry
13. governor -- gov-er-nor
14. Saturday -- Sat-ur-day
15. umbrella -- um-brel-la *
16. January -- Jan-u-a-ry
17. hundred -- hun-dred
18. quiet -- qui-et
19. chimney -- chim-ney
20. polite -- po-lite
21. partner -- part-ner
22. longest -- lon-gest
23. children -- chil-dren
24. something -- some-thing
25. escape -- es-cape
26. engine -- en-gine
27. yesterday -- yes-ter-day

CHAPTER IV

Summary and Conclusions

The writer recognizes the workbook to be of no value unless the persons making use of it recognize the following factors which underlie the basic philosophy of auditory perception as shown by the research in Chapter I and summarized as follows:

- I. Discrimination is a process of differentiation; perception is a higher level process of recognition. Auditory perception must not be conceived as a separate entity -- the reaction should be that of a total organism to a given situation.
- II. Auditory perception is a crucial aspect of oral language development at all levels. Goals of instruction in auditory perception should include the following items:
 - A. awareness of word elements in a sentence
 - B. ability to discriminate between likeness and differences in the sounds of words
 1. ability to recognize identical sounds
 - a). initial sounds
 - b). medial sounds
 - c). final sounds

2. ability to distinguish between closely related sounds

C. ability to pronounce, enunciate, and articulate words accurately

D. ability to follow directions.

III. In developing auditory perception, consideration should be given to speech habits and the noting of likeness and differences in the sounds of words.

IV. Inadequate auditory perception may be caused by a hearing impairment, an inadequate background of experience, a lack of mental maturity, and associative learning handicaps.

V. In conclusion it becomes very apparent that professional literature on auditory perception as a factor in reading is very meager. More material can be found on the primary level rather than on the intermediate level. Thus it becomes obvious that there is a crying need for more literature and research to be done on the intermediate level.

The following is a list of the names of the persons who have been
 named in the various reports of the Committee on the subject of
 the proposed amendment to the Constitution of the State of New York.
 The names are arranged in alphabetical order, and are given as they
 appear in the reports of the Committee.

The names of the persons who have been named in the various
 reports of the Committee on the subject of the proposed amendment
 to the Constitution of the State of New York are as follows:

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Thorndike and Large, The Teacher's Word Book of 30,000 Words,
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1. The first part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

2. The second part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

3. The third part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

4. The fourth part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

5. The fifth part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

6. The sixth part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

7. The seventh part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

8. The eighth part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

9. The ninth part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

10. The tenth part of the document is a list of names and addresses of the members of the committee. The names are written in a cursive hand, and the addresses are given in a more formal, printed style. The list is organized in two columns, with names on the left and addresses on the right.

12

12

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1. The first part of the paper is devoted to a general
discussion of the problem of the existence of solutions of the
equations of motion of a system of particles.

2. In the second part we consider the case of a system of
two particles, and show that the equations of motion can be
reduced to a single equation for the relative motion.

3. In the third part we consider the case of a system of
three particles, and show that the equations of motion can be
reduced to a system of three equations for the relative motion.

4. In the fourth part we consider the case of a system of
four particles, and show that the equations of motion can be
reduced to a system of four equations for the relative motion.

5. In the fifth part we consider the case of a system of
five particles, and show that the equations of motion can be
reduced to a system of five equations for the relative motion.

6. In the sixth part we consider the case of a system of
six particles, and show that the equations of motion can be
reduced to a system of six equations for the relative motion.

7. In the seventh part we consider the case of a system of
seven particles, and show that the equations of motion can be
reduced to a system of seven equations for the relative motion.

8. In the eighth part we consider the case of a system of
eight particles, and show that the equations of motion can be
reduced to a system of eight equations for the relative motion.

9. In the ninth part we consider the case of a system of
nine particles, and show that the equations of motion can be
reduced to a system of nine equations for the relative motion.

10. In the tenth part we consider the case of a system of
ten particles, and show that the equations of motion can be
reduced to a system of ten equations for the relative motion.

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Service Paper
Jacobs, A. K.
1949

Jacobs, A. K.
The development of exercises to give
keener acuity in auditory perception
skills grades III-IV.



